Cuban Diary

If last week's World Youth Festival in Cuba is anything to go by, the definition of youth is subject to startling political and geographical variation. Among 23,000 "youths" who descended on Havana for the international jamboree were Soviet and East German delegations some of whose members exuded an air of middle-aged well-being quite out of step with the callow boyishness of their Cuban counterparts.

For socialist countries, of course, the festivals, sponsored by the World Federation of Democratic Youth and launched in Prague three decades ago, are establishment events of the first order. Such nations spare no expense to jet in their cadres of loyal party technocrats so they can spruce up their diplomatic skills and impress the Third World delegations.

Western delegations, on the other hand, are a motley crew. Generally their participation in a communist-tainted festival is frowned upon by politicians at home, government money is not available, and the majority of delegates belong to left-wing groups with little or no influence in domestic mainstream politics.

The British delegation to Havana this year was, however, slightly out of ordinary. Admittedly it received no financial aid from either the British Council or the Foreign Office, but it did contain leaders very much immersed in mainstream British youth politics. Among such luminaries were Trevor Phillips, "non-aligned" president of the National Union of Students, and Mr Peter Mandelson, chairman of the British Youth Council and an ambitious member of the Labour Party.

For Mr Mandelson, the 10 days in Cuba were prickly ones. He had resisted heavy pressure to withdraw the highly respectable BYC from what Bernard Levin had described in *The Times* as "this unsavoury enterprise". In the end the BYC agreed to go to Havana only on the understanding that its representatives would miss no opportunity to champion the cause of human rights in the Soviet Union, and introduce much-needed "balance" into a festival dedicated to "anti-imperialist peace and solidarity".

The problem in Havana, however, was that the wishes of the Youth Council and the predilections of the



A plethora of contradictory leaflets from the British billet

young people who found their way onto the official British delegation were not entirely similar. A full 60 of the 180 delegates, for example, objected to their leadership's decision to issue a leaflet criticizing the recent dissident trials. Puzzled Caribbeans found themselves reading a plethora of contradictory leaflets emanating from the British billet in the Hemingway village of Cojimar.

Messrs Phillips and Mandelson held the line. The Soviet Union was duly criticized and was duly blasé. The delegation also took advantage of the festival's extraordinary tradition of requiring unanimous agreements on every motion to veto a communiqué describing capitalist countries as being in a state of profound crisis.

Just what impact Britain's bumble bee tactics had on the sprawling festival is hard to say, however.

Most of the 22,820 delegates from other countries were too busy having carnivals, parties and solidarity meetings to pay much attention to the flesiparous follies of the English camp. Even Fidel Castro, asked by an enterprising BBC correspondent what he felt about the festival, only beamed through his beard and proclaimed that the young people appeared to be "very nice indeed".

The Youth Festival was an opportunity to show how a socialist country with a grinding bureaucracy is able to mobilize its entire national resources to stage an international event on a large scale. Foreign language students from all over the island were drafted into Havana dormitories to act as interpreters and guides for more than 1,000 journalists and broadcasters. Their teachers acted as simultaneous translators in six separate debating centres, and schools and teacher training colleges in and around the capital were turned over to the foreign delegations during their stay.

But what most impressed the press corps was the incongruous voyage by modern hydrofoils to the Isle of Pines, Robert Louis Stevenson's original Treasure Island and now part of an extraordinary Cuban educational experiment.

The island is about the same size as the Isle of Wight, highly underdeveloped and surrounded by a barrier reef of crocodile-infested mange swamps. Before the revolution it housed Cuba's notorious "model prison" in which Castro and most of the revolutionary leaders, including the present Education Minister, Jose Fernandez, were incarcerated following the bloody and abortive assault on the Moncada Barracks in 1953.

In a uniquely Cuban response to the twin problems of agricultural and educational underdevelopment, the Castro government has renamed the island the Island of Youth, and dotted its rugged hills with some 43 boarding schools, whose pupils tend extensive new citrus groves as part of their school day. By the 1980s Stevenson's treasure island will contain 80 boarding schools of 500 pupils each, bringing the pupil population of the island within reach of its adult population.

The Isle of Youth has a long idealistic history. In the early 1960s Che Guevara tried to establish it as a Utopian community of children and students living in a money-free economy. That attempt failed, but the sense of idealism lives on. Among the schools sprouting on almost every hill on the island are special schools for young African children from Namibia, Ethiopia, Rhodesia and Angola.

These children will be allowed to grow up and receive a full education on the Isle of Youth before returning, if they want to, to their own country.

A sign of the importance attached to the festival by the Cubans is their government's decision to use the occasion as an excuse to unveil



Establishment event. Yassar Arafat speaks at the Eleventh World Youth Festival.

a new "code on children and youth" which became part of Cuban law during the celebrations. With 116 articles setting out the rights and duties of all young people and students under 30. The code constitutes a unique manifesto on the role of education in communist societies.

Article Three, for example, sets out the qualities and attitudes that ought to be inculcated in the young. Apart from uncontroversial aims



The Isle of Pines . . . now has 43 boarding schools

like the cultivation of art and literature, the article champions the inculcation of "deep economic awareness and a producer's mentality that inculcates in them the habit of saving . . . devotion to the cause of socialism and communism and loyalty to the working class and its Marxist-Leninist vanguard, the Communist Party of Cuba".

Article 33 stresses the importance of Marxism-Leninism. "Youth has the duty to deepen its knowledge of this scientific concept of the world as the necessary base for all learning and to maintain an attitude consistent with those principles."

Most Cubans are fiercely proud of the achievements of their revolution, and particularly of the creation since 1959 of a universal system of free education. In 1958 800,000 Cuban children were not attended school, and in 1957 9,000 teachers were unemployed. Since 1958, however, the number of teachers has risen from 22,000 to 186,000 and the rampant illiteracy of pre-revolutionary days has been virtually eliminated.

Among the Cuban journalists at the festival was a former teacher, Maria Caridad Gonzalez, who played a part in taking education from the affluent urban areas to the rugged Sierra Maestra mountains, where no schools existed before the revolution.

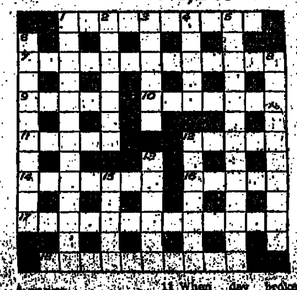
When children arrived at the first school in the region, she recalls, they were unclothed and townspeople had to be persuaded to make clothes for them. As much time was spent in teaching them to use cutlery as to read and write, and when they were taken to Havana for the first time most of the children were unable to understand what a sea was, remaining convinced that the Caribbean was merely an unusually large river.

Peter David

Next week

Mary Neville on education in Egypt; Pamela Cooley on an Artists in Schools scheme.

Crossword No 1,145



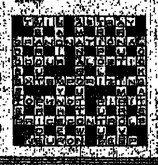
Across

1 Not a straight-forward repair (10).
2 Much of comedy teaching-aid is her favourite pupil? (9, 4).
9 First-class little cake brought back from Africa (5).
10 Rhododendron, for example, in floral tribute (7).
11 When dog bites with the 500 lost (5).
12 It changes its lesser status (6).
14 At Home in Autumn (7).
16 But do those so disadvantaged find it fun? (5).
17 Box in which eggs may be (5).
18 Hope does not exist in main (9, 4).
19 It's a relief when it's public (10).

Down

1 Flowers that come up to scratch? (8, 5).
2 Produces fruit or vegetable (7).
3 Extras in the police force (6).
4 Person of worldly understanding (5).
5 Suitable support for 1 down? (8, 5).
6 Cleaned in a revolutionary way (4, 6).
8 Does he prepare the refectory table for meals? (3, 7).
13 She sided up the wrong about the river Dee (7).
15 Little street on little island (6).

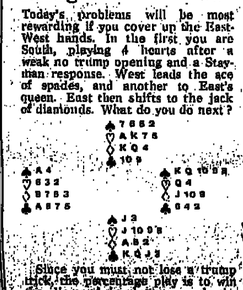
Solution to Puzzle No. 1,144



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Bridge

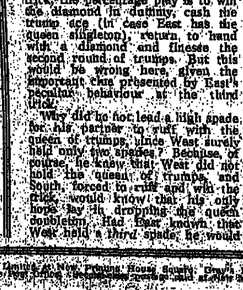
Today's problems will be most rewarding if you cover up the East-West hands. In the first you are South, playing 4 hearts after a weak no trump opening and a Stayman response. West leads the ace of spades, and another to East's queen. East then shifts to the jack of diamonds. What do you do next?



Since you must not lose a trump trick, the guesswage play is to win the diamond in dummy, cash the trump ace (in case East has the queen singleton), return to hand with a diamond and finesse the second round of trumps. But this would be wrong here, given the apparent clue presented by East's peculiar behaviour at the third trick.

Why did he not lead a high spade, for his partner to ruff with the queen of trumps, since West surely held only two spades? Because, of course, he knew that West did not hold the queen of trumps, and South, forced to ruff and win the trick, would know that his only hope lay in dropping the queen doubleton. And East knew that West held a third spade he would have been right to continue the suit. As it was, South should have no difficulty in playing off the two top trumps and making his contract.

In the next hand you are playing six spades after a simple auction, two spades, four spades, six spades.



West leads the ace of clubs on which East plays the 2, and continues the suit, dummy's queen winning and East playing the 5. It looks as if the contract depends on East having the king of spades, a straight six diamond in dummy, cash the trump ace (in case East has the queen singleton), return to hand with a diamond and finesse the second round of trumps. But this would be wrong here, given the apparent clue presented by East's peculiar behaviour at the third trick.

Why did he not lead a high spade, for his partner to ruff with the queen of trumps, since West surely held only two spades? Because, of course, he knew that West did not hold the queen of trumps, and South, forced to ruff and win the trick, would know that his only hope lay in dropping the queen doubleton. And East knew that West held a third spade he would lead it through dummy's king.

Against 6 spades North leads the queen of diamonds. West ruffs, and trumps in three rounds. There are four rounds of clubs and one of diamond. North's last diamond is ruffed with the six of diamonds, and South wins the trick and the elimination by forcing him to lead a small heart. Which card should he play from dummy?

Clearly the contract depends on the finesse made if South has the queen, but if hearts, but if it can be made if these two cards are split between North and South, no matter which. And as provided West guesses right. And as declarer has a vital clue which declarer has a vital clue which removes the need for guesswork, namely the position of the critical diamonds.

The opening lead marks South with this card. If he does not have the queen of hearts he must have overtake the diamond. Since he has a small heart himself, since he does not do this, he clearly holds the queen of hearts, and declarer should play a low heart from dummy, leaving North for the 10.

John Graham

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This week

Oil money for education
Part of the extra cash from North Sea oil should be used to expand education and provide more jobs for teachers, says the agreement between the TUC and the Labour Party page 5

Hard sell
Americans use the "back-to-school" label to sell anything from thermos flasks to televisions. Will it happen here? page 7

Confrontation in France
France's teacher unions and Ministry of Education are squaring up for a battle royal over the reform of secondary education page 9

Film north
Edinburgh has been consistently ahead as far as film is concerned. Nicholas Wapshott previews the Edinburgh International Film Festival page 14

Better reds
The artist Terry Frost spends a colourful day in an outer London secondary school. Pamela Cooley reports page 13

High Street picnic
The children's bookshop that caused a traffic jam in Kensington High Street by attracting so many people to its 'Teddy Bears' Picnic also sells toys, shows films, and arranges talks. Carolyn O'Grady reports page 18

Acting out
Adam Hopkins goes to Hereford-shire to look at a Discovery Drama Course page 6



"Take Pilkington here, for instance—school milk never did him any harm.

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Bright children said to be suffering in complicated banding system

How ILEA parents lose out in first choice stakes

by Wendy Berliner

Parents living in Birmingham, Liverpool or Sheffield have a better chance of getting their children into their first choice of comprehensive school than their counterparts in the Inner London Education Authority. The elaborate system of choice in ILEA is costing many parents of bright children their school preference. There are also wide discrepancies within Inner London boroughs.

Figures on the transfer of primary school pupils to secondary education within ILEA this September show that a bright child living in, say, Lewisham or Lambeth has much less chance of getting into his parents' first choice school than does his counterpart living in Wandsworth or Greenwich.

Within ILEA more than a quarter of children in the top 25 per cent intelligence group failed to get into the school of their first choice compared with only 6.3 per cent of children in the bottom 25 per cent of the ability range.

Overall, a high percentage of children did get their first choice—85.8 per cent of the 28,726 children in the transfer group—but this was still below the figures achieved by big city authorities, some of which still offer substantial choice of secondary schools.

For instance, Birmingham, which is comprehensive except for a small group of voluntary aided grammar schools, pleased just over 90 per cent of its parents this year by giving them their first choice of school. In Birmingham parents have up to four choices based on consortia of schools with the freedom to pick a school anywhere in the city.

In Liverpool, with two thirds of the city reorganized on comprehensive lines and plans for a group of Roman Catholic schools already being considered informally by the Department of Education and Science, 93 per cent of parents got their first choice.

In Sheffield, where most children are allocated comprehensives according to where they live, between 90 and 95 per cent of parents get their first choice. In Manchester, where parents have up to four choices of school—in theory anywhere in the city—only 78.3 per cent get their first choice.

These four authorities allocate places by catchment area and are opposed to any kind of intelligence banding which is generally thought to be against the comprehensive principle. They feel the catchment areas provide a good social and intelligence mix which means that no school gets swamped with either bright or slow children.

Only in Sheffield did the system run into trouble briefly about two years ago. Then it was found that two neighbouring schools seemed to be developing separate identities, with one school taking more middle class children and the other taking more inner city children.

The catchment area was slightly altered in the face of strong parental opposition—which has since died down—and the balance within the two schools is beginning to improve.

ILEA's system of transfer is fundamentally different from those other big local authorities. To provide a balance of ability throughout its secondary schools, it bands children in three ability groups. Each secondary school is then assigned an intake in line with the range of ability in each educational division.

The ability range is worked out on the basis of verbal reasoning tests taken anonymously by all pupils in the secondary transfer group between the November and January of their final year at primary school.

It is designed to give a fair balance of ability in secondary schools yet still preserve parental choice. Theoretically, parents are allowed to opt for any of the 188 secondary schools in ILEA, but priority is given at oversubscribed schools to children living nearest or who have siblings at the school.

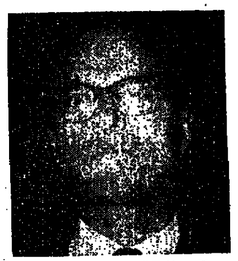
There is still fairly intense competition, particularly among parents of bright children, to get into the voluntary schools. Some are popular because they are former grammar schools and others are popular because they are small and single sex schools. Also it is said that some parents opt for the denominational schools because they feel they are less likely to have substantial numbers of West Indian and Asian pupils.

Where there are large numbers of voluntary schools in a division there is often a noticeable reduction in the number of band one parents getting their first choice of school. The figures may be further distorted because, in practice, it is the primary head who suggests to parents what secondary school to pick.

Often, parents of bright children are advised not to go for a school with a high reputation which would have been their natural choice, because the head knows that it is oversubscribed by band one children and there is the risk that the child will fail to get in and possibly end up with an unsuitable school.

Yet some of the former grammar schools are undersubscribed by band three children possibly because parents feel they will not get the technical education that they feel appropriate for their children. A total of 93.7 per cent of band three ILEA children got their first choice school for this September. In Lewisham, the figure went up to 96.6 per cent,

Continued on page 5



Robert Vigurs, ILEA's Tory spokesman: "This is an inevitable consequence of social engineering."

A hand-out by the back door

Attempts by the Greater Manchester Council and Cambridgeshire County Council to use powers under the Local Government Act, 1972, to aid pupils seeking places at independent schools are calculated to arouse the wrath of the Labour Party, particularly in the pre-election atmosphere which now prevails. Local politicians in Manchester and Cambridgeshire (and probably elsewhere) clearly have in mind the promises which the Conservative Party nationally has made about introducing an assisted place scheme and reversing the direct grant. They believe they have found a loophole in the extremely wide terms of Section 137 of the Local Government Act of 1972 and, subject to the court action which the Labour-controlled Manchester City Council is refusing to test this, they are using the constitutional rights of a democratically elected local government body to cock a snook at the party in power at Westminster.

If it remains true, however, that they are deliberately seeking to nullify the effect of the 1976 Education Act and the challenge being political rather than legal, the outcome depends on the resolution of the political deadlock in October or whenever. If the country votes Labour back in, the Wet-ditchers in Manchester and Cambridge can expect to get clobbered. If there is another hung parliament, or if the Conservatives win, then the order of the day will continue to be "comprehensives with compromises" and the ambiguous coexistence of selective assisted places alongside a comprehensive system will get a new lease of life. It will be a pretty messy system, but then, it looks as if neighbourhood comprehensives also will be pretty messy, with wide contrasts in quality, dependent on the differences between neighbourhoods.

Barnet has also come into the news this week with a proposal which does not involve taxpayers' money but simply envisages the setting up of a trust to assist the fees of selected pupils at independent schools with cash contributed by local companies. It seems still to be at a speculative stage at present, and it is not yet clear that private business is prepared to put up the considerable sum required. But this, while it might make an excellent subject of local political controversy in Barnet, doesn't involve exploiting any loophole in the Local Government Act.

What it does do, however, is to draw attention again to the oft-repeated, oft-postponed, commitment of the present Government to end the tax benefits enjoyed by independent schools, as charities. This was reaffirmed, yet again, in the recent agreed statement of policy by the TUC/Labour Party Liaison Committee, along with the long-term aim of "integrating" the independent schools into the public education system. There is nothing, as yet, to suggest that a change in the tax laws to penalize independent schools is imminent. The delay has been caused by the technical difficulties involved rather than by any change of political heart. These difficulties do not seem to have grown any less formidable, least of all in a House of Commons which can pass amendments against Government advice with relative ease.

No comment

"Owen did not attend your detention because I told him not to. And he is more frightened of me than he is of you."—absence note to deputy head.

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And yet they come

More than two months have elapsed since the deadline which the Department of Education and Science set for comments on the so-called "brown paper" on *Higher Education into the 1990s*, but the flow of observations from all and sundry continues into the height of the silly season. And, indeed, why not? No sudden action is planned—nor should it be—to set in train a remorseless chain of events to culminate in full-employment for the higher education community in 1995. The idea of some vast Plan with a capital P can be safely disposed of: more to the point is to use the stimulus offered by this exercise to concentrate the mind on the varied possibilities opened up by the crude demographic trends which the brown paper sets out.

The conundrum is how to deal with what (if the birthrate is to be the governing factor) must be regarded as a temporary bulge in the higher education population. This now numbers about 520,000. By 1983-84 it is projected at 600,000. By 1995 it is similarly projected at only 520,000. If higher education is expanded—in buildings and staff—to meet the bulge, it will enter the 1990s with a lot of spare buildings (which is not very serious) and a lot of spare staff which is both serious and expensive.

If the figures are to be taken at their face value, there is a basic choice between measures aimed at managing the rise and fall, and measures aimed at preventing the fall by drawing on some untapped supply of students. The latter—model E in the "brown paper"—has attracted most of the attention of commentators and of those in higher education who are bound to view the possibility of decline as a threat to their bread and butter.

What stands out is that the crude demography is only one factor in assessing possible student numbers. The latest issue of *Paedagogicia Europaea* (European Cultural Foundation, 60 rue de la Concorde, Brussels) is devoted to trends in European Higher Education and shows how complex are the influences on universities and non-university institutions at this particular period of economic and social history. When higher education was expanding in the 1960s demography was not a prime cause by any means. Yet it is all too easily assumed to be the key factor for the 1980s and 1990s. Is this just because it is easier to quantify than other social factors?

A second point concerns the way in which model E has been formulated: in the quest for students, it is assumed that these are likely to be women, adults, and members of social classes now under-represented. The tendency has been to talk vaguely about adult education, paid educational leave and "universities of the second chance". Because the debate is being carried on among the further and higher education community, there is a risk that those whose field of endeavour is the schools will sit back and remain silent.

But in reality, if there is to be a wider social access to higher education, it is extremely unlikely to be achieved without a wider social access to upper secondary education also, and wider definition of success at the top of the secondary school.

That there is a reservoir of willing and able adult students waiting to be drawn into higher education is a necessary article of faith in adult education, and the Open University has shown that many of those who have followed up abbreviated school careers by further education and professional study often want to pursue degree courses as well.

But it is equally obvious that any attempt to provide for them as adults should be accompanied by urgent efforts to help more working class pupils to make it at school too, and not to have to rely on the hazardous alternative route. This must mean questioning the dogmatic insistence on the present entry requirements for higher education and a quite new attitude towards foundation courses. There is no sign that this is going to be taken into account in A level reform.

What should be in the offing is an expanded system of post-secondary education for the 1990s, embracing upwards of 20 per cent of the age group. And if this is to be a serious proposition, it is high time to think about the administrative structure which will eventually be needed to replace the creaking remains of the binary system whether or not the Oakes proposals have materialized.

In practice, of course, this is the hardest kind of forward planning: it requires a dispassionate, non-partisan look at the evolution of institutions whereas the normal consultative process is based on the forged matching of vested interests, dressed up in rhetoric. It is much easier just to fiddle with the figures.

Left in the lurch

Nothing sinister should be read into a demonstration by left-handers which took place in Toronto this week. Demonstrations are usually left wing and usually about the rights of the left in the face of oppression from the right. So this weekly march through the city by a group of citizens alleging discrimination against them from the right-handed rest of the population was a classic of orthodoxy. Tools, sports and office equipment are all made for the right-handed, they claim.

At a child-education may be demanded of them as they are scissoring through paper, winding up a wristwatch, pouring from a tipped saucepan, or hazarding a conkerage of the cut-throat razor. And it is true that up to a few years ago Manchester was the only place in the country where left-handed potato peelers could be found (the same was true for root d'oeuvre showing a mindfulness of the needs of others for which that city should be better known).

But outside of ideology for apprentices wrong is the left-handed hacksaw, or right-handed gearbox or handwriting telephone? And is the apprentice who insists from right to left likely to be encountered by anybody ignorant of Hebrew?

At least no pressure is applied nowadays to pupils to switch their pens from the left hand to the right, however much such performance Square leg umpires patiently cross and re-cross the pitch to accommodate the left-hander's singles. True, when he takes the ball he will never manage a googlie but the ambidexterity of his chinaman will be unquestioned.

Is the southpaw's shuffle across the ring impeded by the bulbous leather thumb of a right-hand glove up his nose? And if right-hand bins is decreed in a crown green jack, cannot it be switched to the left at a twist of the bowler's wrist?

Life need not be a vale of tears for the cack-handed. Emporia exist now to cater for their special needs. A demonstration for the right to be left as something of an indulgence in a world where for many people it is the right to be wrong, which has been taken away. And if they are so dissatisfied there is always the political opportunity to change over from left to right or vice versa.

Even so, it seems a remarkable omission that discrimination on grounds of lateral orientation was not formally outlawed in the recent spate of legislation on equal opportunities and racism. There is no publicly funded body, staffed by quasi-civil servants, and presided over by beneficiaries of political patronage, to make sure that left-handers are not maligned or excluded from lodgings, or passed over for preferment. No true liberal can rest happy till this lacuna is filled.

Has the great American turnaround brought it any closer to a sensible educational policy?

Liberal reassessment

The Jimmy Carter question in American social policy is how far the faiths that motivated the reformers of the 1960s are still serviceable. In welfare, civil rights, and especially education, the old coalitions have split up and the intellectual consensus about what ought to be done has dissolved. Programmes have been replaced by incrementalism, planning by administration, theory by pragmatism. Worse, the old alliance between the liberals and the social scientists has foundered.

In a movement with its parallels on both sides of the Atlantic, what has come apart is the confluence of academic theory and public faith that more education led to higher earnings for everyone in all circumstances. The 1970s are confused about what the schools actually do; the bland conviction that poverty, discrimination, and the unequal distribution of incomes would yield before increased educational spending has disappeared.

Representative of the chastened and reflective Carter-era liberals is Henry Aaron who just before moving into a senior position in the Department of Health, Education and Welfare, completed a study of the Great Society educational and social reforms for the Brookings Institution (*Politics and the Professors: The Great Society in Perspective*, 1978). Aaron's account of the vicissitudes of the "American public's love affair with education" revises the revisionists—meaning the academic critics of compensatory education and the effectiveness of the schools from James Coleman and the authors of *Equality of Educational Opportunity* to Christopher Jencks and his collaborators on the study *Inequality*.

In the 1970s version, the faiths underpinning the Great Society legislation on education, poverty and inequality were naive and simplistic; the assumptions and methodology of the critics were also flawed and simple-minded. What we are left with today is a theory of education and its impact on jobs and earnings that is at once more complex, involved and less suitable for grand schemes of central government action.

The intellectual consensus surrounding education and jobs in the 1960s was a compound of "human capital" theory and a set of professional boosting of education as a key social determinant. It is exemplified in the expansiveness of a remark of Christopher Jencks—before he discovered that the schools had little effect on income and opportunity—"In the long run there is abundant evidence that investment (to equalize expenditures on education across income class) would repay itself by raising taxable income and by cutting expenditures for welfare, unemployment, police and other slum symptoms".



"What is an ordinary member of the tribe to do when the witch doctors disagree?"

The trouble with the theory was that education was a "black box". Event B, higher earnings, followed Event A, more education. Aaron comments, "a vague and plausible story asserted that A caused B, and this story was accepted".

A new story was told by the Coleman Report and the related Rand Corporation study *How Effective is Schooling*, published in 1971. Suddenly it seemed schools made no difference, families made the difference. Then came *Inequality* and its finding that nothing the schools could do would substantially reduce inequality of performance by their products.

On behalf of the liberals—those who still believe government action in education is necessary and useful—Aaron lambasts Jencks and Coleman. Their studies relied far too heavily on cross-sectional data and so missed what was happening over time in the schools. Their statistical measures belittled socially significant changes in economic conditions—partly because they were switching attention away from the question of the 1960s, inequality of opportunity, to something new, equalization of results for the population at large. Worse, these studies ignored what happened in the classroom itself.

"Beliefs that lived by oversimplification died by oversimplification", Aaron comments. "Analyses looked at snapshot data and tried to estimate how much progress could be made towards achieving such goals as higher income for the poor by using such instruments as education. They presumed to describe by broad and non-specific characteristics, such as parental income and occupation and number of years of education or performance on IQ or achievement tests, the infinite and subtle variations among individuals that affect their value to employers.

"A set of studies resulted that revealed the inadequacies of research methodology more than documented the ineffectiveness of education as an instrument affecting income. These flawed studies, however, marched forth like soldiers to battle, slaying the many-headed preconceptions about the effectiveness of education, before laying themselves to criticism and extinction."

Looking back from the late 1970s, we can see that it was the process itself that is partly responsible for the liberals' present dilemma. Educational research has tended to be conservative despite the liberality of its practitioners. There is a dynamic in academic life—to collect new facts, create new puzzles, to make a name by contention, to upset widely held beliefs by new research and experiment. The process is conservative because it robs the layman of the faith that the problems can be solved: he and his political representatives conclude that action should be deferred till controversy has been settled. This instinct of delay is likely to be reinforced by the aura of certitude and detachment of those who disagree and by the use of jargon and arcane techniques so common in scholarly discourse. What is an ordinary member of the tribe to do when the witch doctors disagree?

Perhaps following on from this, the most important faith of the 1960s to have evaporated is the faith in expertise, in grand social science accounts of what should be done in education. Which is not to say that Washington DC does not still abound with policy analysts and social science advisers, but that the great sweeps of Plowden, Halseys, Jencks and Wurf on Poverty will never be seen again.

It is not that the educational problems of the 1960s are solved. There is evidence, to be sure, that longer years in education for black males is linked with their increasing average income. To explain that, however, you need an eclectic mess of human capital theory, plus radical Marxian analysis of education, a theory of education as a screening device and signal to employers, classroom sociology and the institutional view of labour markets. It lacks elegance, and lacks sweep.

Liberals, disillusioned with the experts, lacking the sense of "mad urgency" of the Great Society years, are still trying, this time within the political constraints of the Carter Administration, to solve the same problems as 10 years ago. This time, Aaron is supine, they are not going to wait till all the analyses have been completed, all the facts are in and the academic controversies over.

David Walker

Letter to the Editor

Swamped by a talkative minority

Sir,—Ned Thomas's arguments (Letters, August 4), dressed respectably in the clothing of educational jargon, boil down to yet another exposition of the myth that Wales is bilingual. However, it does seem that his real purpose in writing to you was slipped in surreptitiously at the end of his letter, where he stated, "... which goodwill (sic) we may yet eventually produce a whole generation of bilingual children, which is the only basis, compatible with justice, on which the whole community can be protected." This sentiment, expressed as it is under a garb of moral rectitude, needs exposing for the arrogance and redundantness it is.

It must be realised, particularly in England, that 80 per cent of the Welsh people speak only English. Of the remaining 20 per cent all speak English and to a greater or lesser extent Welsh as well. Welsh spelling in fact tends to be limited to the domestic and very few children start out with a vocabulary even remotely up to the needs of a truly "bilingual" education.

This fact lies behind the efforts to promote Welsh pre-school playgroups, which must be a sore embarrassment to those who speak so movingly about the vitality of the Welsh language. In reality the pursuit of Welsh is very much a minority interest, although that minority, bolstered up as it is by ingratiating middle-class immigrants from England, has a noise out of all proportion to its numbers.

If there are rights of any sort in a question like this, it is the rights of the overwhelming English-speaking majority that should receive first consideration. The reason why this majority are ignored lies in the very nature of Welsh education as we now have it. In the scale of values which permeates Welsh rural society, the very summit of achievement for a youngster is to become a teacher, and as his teachers went, through the same mill of rural school and then on to the University of Wales, he needs his ticket in Welsh so that he can follow in their train.

When the qualified (all too often with a degree in Welsh!) he joins a crowd who wish to return to the staff of their old school. The result of this folksy survival is an utterly incestuous atmosphere where academic morality reigns and average and below-average pupils are worse catered for than anywhere else in the British Isles.

Originally the impetus for "bilingual" education came from the rural areas of Gwynedd and Dyfed, where it could at least be said that a fair proportion of children spoke Welsh. More recently, however, the Welsh-speaking educational elite have sought to impose this policy on the heavily-populated English-speaking areas. The result has been exceptionally widespread truancy and real emotional suffering for thousands of English-speaking children, who are forced into something completely alien to them, the whole of their school work has suffered.

MICHAEL KEULEMANS,
Welshpool, Powys.

More letters pages 10, 11

Tories to try trust fund backing for brightest children

by Caroline Haydon

The Conservative-controlled outer London borough of Barnet plans to set up a private trust fund to help pay for a number of its brighter children to go to independent schools, it was revealed last week.

It is admitted the move is an attempt to avoid the impact of the 1976 Education Act, which stops education authorities handing out assisted places except in rare cases. Barnet had proposed to give 61 such places to local children last year but its plans were turned down by the Education Secretary, Mrs Shirley Williams.

If the trust plan goes through it is hoped it will provide about the same number of places. The idea, from the borough's four Tory constituency parties, has yet to be put to the council. But it is understood that the money would be raised by appeals to private benefactors and local industry.

The scheme was merely an attempt to preserve the status quo, Mr Richard Blausten, vice-chairman of Barnet education committee, said this week. Details had not been worked out but it was planned that the council would help administer the scheme.

"As we understand it, there is nothing in law to stop us administering the scheme so long as we do not use ratepayers money to pay the fees", he said. "We are doing it because there is a demand for places and because there is no choice of educational systems in the state sector. To get a real choice you have to go outside."

Under the 1976 Act Local Education Authorities can ask for DES approval to provide assisted places only where there is a special boarding, religious or artistic need, or where they can show that there are not enough places in maintained schools.

The Barnet scheme is the third in the country devised by Conservatives to thwart Labour's comprehensive plans. The other two, which are different in the sense that they involve the use of ratepayers' money, have provoked a greater outcry.

In Manchester, the Labour-controlled city council has issued a writ aimed at stopping the Conservative-controlled Greater Manchester Council from inserting in education matters by financing places at independent schools.

Greater Manchester has used powers under the 1972 Local Government Act to set up a charity to take pupils with the cost of fees at the schools. It believes it can do this because it is not an education authority.

It has set up a £1.12m fund for fees or assisted places at 20 independent schools, and has already authorised the release of the first £160,000.

Under Section 137 of the Local Government Act, the county can raise up to a product of a 2p rate for special purposes "in the interest" of people in the area. Labour councillors say that for the cost of only a 1p rate (£4m) the GMC could cream off 10 per cent of the top ability pupils and "put the education system back" to comprehensive schooling.

Mr Norman Morris, leader of Manchester City Council, on education authority within the county, said that the scheme would mean that "comprehensives would become secondary moderns". The council had decided on a legal battle "not just for Manchester but for comprehensive education everywhere".

The writ claims the council acted beyond its powers in setting up the trust, since it could only put money into an existing trust. It also seeks a High Court order to restrain the county council from making further payments.

Cambridgeshire County Council is using another subsection of the Local Government Act, to provide assisted places. The county, which is an education authority, has given a lump sum of £40,000 to help charities make payments to three schools in the county. The schools will use the money to offer places to pupils from maintained schools.

Education Under-Secretary, Miss Margaret Jackson, has admitted that the DES is powerless to stop Manchester or Cambridgeshire using the Local Government Act to raise money.

In a recent letter to the Confederation for the Advancement of State Education (CASE), Miss Jackson said she "deplored this highly selective use of ratepayers money to provide a privileged education for a small minority of children".

But she said that "both authorities have the power to do what they propose and could only be prevented by amendments to the 1972 Act".

The matter falls under the jurisdiction of the Department of the Environment, which has no plans to alter the 1972 legislation. Environment Under Secretary, Mr Guy Barnett, has merely assured CASE that the "situation is being kept under close review".

No other council has produced detailed plans to follow in the footsteps of Manchester and Cambridgeshire, although the Greater London Council has expressed interest in a "similar" scheme.

However, it is expected other Conservative-controlled councils will be watching closely the result of the Manchester case. That could take months to come before the courts because of the legal recess in August and September.



Moved on: After 13 years of thrilling school children and their parents, Tyrannosaurus Rex (pictured above as he once looked) is being banished to the storeroom of London's Natural History Museum. He is being dismantled from the new dinosaur exhibition which is being assembled at the museum because the hall it will be mounted in is not big enough to accommodate the gigantic proportions of the skeleton. Only the skull of a Tyrannosaurus Rex will be on show at the new exhibition which opens on August 29. But a museum spokesman was quick to point out that at least the skull is real. The present skeleton is in fact only a half skeleton and quite a few of the bones are replicas.

'Ghetto' row inquiry

The Commission for Racial Equality is to hold an investigation into education in Berkshire, the county at the centre of a row over the creation of "ghetto" schools.

Teachers, parents and school managers have attacked county zoning schemes which, they claim, would concentrate non-white and socially deprived children in two Reading schools.

The CRE said this week the investigation would be concerned with the promotion of equality of opportunity in education between children of different racial groups.

● The CRE has set up an advisory group on teacher education to look at all aspects of pre- and in-service training. The group will examine ways of increasing the recruitment and training of teachers from ethnic minorities.

More cheap child care urged by EOC

by Lucy Hodges

One of the most important projects undertaken by the Equal Opportunities Commission—a document on child care—is nearing completion. It will be released in September—16 months after a working party was set up to look at the subject.

The document, which will be published with three briefing documents by outside specialists, takes a pragmatic line on the different kinds of child care open to working parents and eschews strident statements of principle. For example, it does not insist that all nurseries, playgroups and childminding should be provided free of charge. Instead, it judiciously concludes that whatever system adopted should be at a price all parents can afford.

It is believed that this conclusion hides disagreements which surfaced—certainly in the early stages of the working party—between the EOC's officers and some of its commissioners. The latter, cover a spectrum of political opinion from Lady Howe, a Conservative who is deputy chairman, to members of the TUC and other staunch Labour Party supporters.

The officers contrast with some of the commissioners—certainly Lady Howe—over their politics which could be loosely called radical. Many of them also are much younger than the commissioners and with these differences in attitude it is not surprising the document has taken such a long time to emerge.

The working party's approach was to make use of existing resources, not to create the choice open to parents and also from the point of view of the child care workers.

The three background briefing papers are on care for school-age children (latchkey kids); alternative ways of caring for under-fives; the traditional nursery class and childminding; and the costing of different kinds of day care. The latchkey children paper has been written by Mr Robin Simpson of the National Consumer Council and includes a survey of facilities. He finds very little provided for school children returning home before their parents. This is particularly serious in one-parent families.

Mr Peter Moss of the Thomas Coram Foundation, who investigated alternative methods of day care, argues for an expansion of the state and state-aided voluntary system, but rejects privately-run playgroups. He is most concerned that care for the under-fives should be properly run and financed and not dependent on jumble sale proceeds.

The paper on costings was produced by Mr Peter Moorcrshead of North East London Polytechnic. Another paper on childminding was commissioned from Mr Peter Hannon, a teacher in Rochdale, Greater Manchester, but it is not being published. The official reason is that it was presented only argument and not research, and that its content can be incorporated into the main EOC policy document.

But there are whisperings, that Mr Hannon's paper was too strongly worded for the commission's comfort. Mr Hannon's scepticism of childminding is well known and was aired in the *TES*, July 1977.

The commission is not alone in its foray into child care. The Central Policy Review Staff—the "Think Tank"—is due to publish a report on the subject. Last year the TUC produced its thoughts on the under-fives in a pamphlet which advocated free day care on demand.



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Edited by JAMES GIBSON

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MACMILLAN EDUCATION

Entry levels cut to help jobless

More than a dozen professional associations have agreed to waive their normal entrance requirements to take teachers who have just finished their training but cannot get jobs.

The trained teachers are holders of the Certificate in Education, a non degree qualification which is being phased out.

The changes were prompted by letters from Mr Gilbert Scott, chief careers officer at Newcastle Polytechnic, to a number of associations and institutes. The polytechnic has been encouraging students on certificate courses to consider careers outside teaching because of a continuing shortage of posts. Non-graduate trained teachers have faced the greatest difficulty in getting jobs in recent years.

To his surprise, Mr Scott received favourable replies from a number of bodies, including the four accountancy institutes, the Law Society, the Museums Association and bodies representing housing managers, chartered secretaries and administrators.

Those which had formal admission requirements previously made two A levels a condition of membership. This would have precluded most certificate holders, who joined courses on the strength of O level passes. Almost all those replying to Mr Scott agreed that three years' training more than compensated for the lack of earlier qualifications.

Although the changes will not guarantee any more jobs for non-graduate trained teachers, Mr Scott felt it was significant that students were able to see opportunities in other careers. Some associations had never considered recognising the certificate, while others were prepared to alter existing policy.—*THES.*

Derby gets deadline after new rebuff

by Wendy Berliner

Plans for the comprehensive reorganization of schools in the Ripley area of Derbyshire have been rejected by Mrs Shirley Williams, the Education Secretary. The local authority has been given until the end of November to submit fresh proposals or face being declared in default of its statutory duty.

It is the second time that the authority's plans, which involve the amalgamation of two secondary schools, have been turned down. They were first submitted and rejected in March. The council was told to submit further proposals within two months but, after a local referendum, the original proposals were resubmitted in June.

Last month Mrs Williams met members of the Derbyshire authority to discuss the completion of secondary reorganization in Derbyshire. She has now said she still thinks the plans are "unsatisfactory".

The stumbling block over the plans—which have the blessing of parents, teachers, governors and managers—is a sixth form.

Under the Ripley plan a single site comprehensive school would be formed, based on the premises of the present Benjamin Outram Secondary Modern School but taking in Ripley Technical School. About £500,000 would be spent on extra specialist provision at the school, which would take about 1,000 pupils and have a sixth form of about 60.

Mrs Williams feels that the proposed sixth form, with its limited curriculum of only about 12 courses, would not be in the best educational interests of the pupils in the area. There is already a wider range of options at the nearby South East Derbyshire tertiary college at Heanor. She also considers that duplication of provision for advanced work would not be a wise use of school building and teaching resources.

But Ripley has had a sixth form at the existing technical school for several years, and local opinion is against losing it.

Mrs Williams' ultimatum will now be considered by the working party of councillors and teachers which drew up the original proposals. It will have the task of deciding whether to recommend the education committee to fight or surrender at its meeting on November 28. The authority has been asked to submit revised proposals immediately after the meeting.

Mrs Annette Noskwith, chairman of Derbyshire Education Committee, said: "The crunch has come. Now a very serious decision has to be made."

More local control of HE urged

by Bert Lodge

A strong case can be put for a local control of higher education, says Kent education authority in comment on the Oakes proposals for reforming the management of HE.

The authority accepts in principle the composition of the proposed national control body but hopes it will seek to devolve responsibilities as much as possible to local authorities "and therefore avoid the creation of yet another large bureaucracy". No less than two-fifths of the staff of the national body should be recruited from local education authorities.

Kent does not favour the suggestion that if an authority no longer wished to run its polytechnic the national body should be invited to take over. Neighbouring authorities should be approached first.

Governing bodies should be given reasonable control over the use of materials but there might have to be limits on their freedom in the appointment and grading of staff.

"In view of the need to coordinate staffing arrangements over the authority as a whole; otherwise the authority as overall employer might be placed in an untenable position when negotiating with employee representatives".

While welcoming any strengthening of regional control, Kent has special problems of size for the regional advisory council for London and the Home Counties. "This may well be a case, particularly in the south-east, for devolving powers of decision to sub-committees on a geographical or subject base.

The Education Committee of the London Borough of Kingston has strongly attacked the Oakes proposals. It believes the five to 15 per cent a local authority would still have to find to finance its polytechnic would put an intolerable burden on the ratepayers of a small borough.

"If the formula as it is proposed were applied it could mean in Kingston's case an extra £1,120,000 on the rate fund, or over a 4p rate."

The borough is opposed to the setting up of a national body on the grounds that is would merely lead to an increased bureaucracy. But Mrs Angela Rumbold, Education Committee chairman, said: "I do not think much notice will be taken of any opposition to the setting up of a national body since the Oakes terms of reference clearly indicated that this was part of the likely conclusions to be reached."

Labour pledges oil cash for schools

by Stephen Cohen

North Sea oil money will be used by a Labour government to provide extra jobs for teachers and to improve education and other social services. This is the message of the agreement between the Labour Party and the TUC in the newly published document: *Into the eighties.*

The "unacceptable" levels of unemployment would be reduced by an expansion of education and training.

"*Our* intention," the agreement says, "is that every young person leaving school, including the physically and mentally handicapped, will either have a job or a training place or a relevant further education opportunity. We shall move towards this next spring with the operation of the guarantee under the Youth Opportunities Programme that any young person leaving school this year who, by next spring, is not in further education or has not had a job or training will be offered a place on the Youth Opportunities Programme."

The intention is to provide a universal scheme of education and training opportunities for all 16 to 18-year-olds. Other sections of the agreement repeat long-held pledges to integrate fee-paying schools into a fully comprehensive system and to assure that the tax and charity status of independent schools is confined to those which are genuine charities.

The tax concessions whereby children's investment income can be set aside from that of their parents will be removed. New legislation on childminding and an expanded nursery education service is promised.

"Our intention is to ensure that most four-year-olds receive nursery education and a majority of the three-year-olds by the early 1980s.

"Improvements must continue to be made in the quality of schooling and in the preparation of young people for working life. Resources released by the fall in the school population should be used to improve educational standards and the pupil-teacher ratio.

"Education and training opportunities, including the expansion of trade union education, must be developed for adults, and for young people over school-leaving age. Priority will have to go to those whose education has been the most limited and more resources are needed for basic education in literacy and numeracy and for improved opportunities for the educationally disadvantaged."

More money and expert help must be diverted to schools with large numbers of pupils with special needs—including members of ethnic minorities, the agreement states.

Changes must also be made in school curricula and teacher training to reflect the nature of a diverse society.

Inquiry call over cut uniform grant

The West Midlands ombudsman is to be asked to investigate the methods used by Birmingham to withdraw the city's school uniform grants system and replace it with a small hardship fund.

The request comes from the Uniform Grants Campaign, backed by the Child Poverty Action Group, which alleges maladministration, neglect and incompetence over the way Birmingham Education Committee ended the grant in June last year.

It was costing the city £350,000 a year and was replaced last October with a hardship fund which will pay out a maximum of £30,000 this year.

The decision to end the grant caused a major confrontation with the Supplementary Benefits Commission because parents who had previously benefited under the Birmingham grants system were referred by the city education department to the Department of Health and Social Security for financial help. In uncompromising letters to the department, the Supplementary Benefits Commission said it was not its job to buy school uniforms.

Mother tops 'DIY' degree

Mrs Josie Towell, a 31-year-old housewife with four children, has become the first student to gain first class honours at the School for Independent Study, North-East London Polytechnic. Under this scheme students devise their own course in consultation with tutors. It is then scrutinized by a valldator from the CNAA, the degree-awarding body.

Mrs Towell a former occupational therapy aide in a psychiatric hospital, followed studies in psychotherapy, particularly with groups. She was first admitted without A levels to the two-year Diploma in Higher Education course, transferring to the honours BA course for her third year.

Opportunities for this are still limited. Though it is usually possible to transfer from the DipHE into the final year of a degree course within the same institution, universities and other establishments of higher education are reluctant to accept such "outsiders" into the final year of their degree courses.

A breakthrough has been made at King Alfred's College, Winchester, where students taking the DipHE in social and environmental studies can now pass direct into the third year of courses in environmental sciences at Plymouth polytechnic.

Cheshire challenge

Miss Margaret Jackson, Education Under-Secretary, has been challenged to visit Cheshire to see at first hand the problems created by comprehensive schooling.

The challenge comes in the wake of her refusal to find £1m which the county council says it needs to remedy some of the worst deficiencies in the comprehensives, notably shortages of accommodation.

Mr Ken Maydard, chairman of the Conservative controlled education committee, said: "I would like her to come and see some of our problems."



'Gotcha' at the Royal Court Theatre, photograph by Nobby Clark

Language rule silences schools play

by Christopher Griffin-Beale

The BBC's cancellation at a few days' notice of Tuesday night's scheduled repeat of the play *Gotcha* has provoked speculation about new rules for language on television.

The reason given was "unacceptable" language in the play, and the rare involvement of the BBC's governors in such a decision has intrigued Portland Place watchers, particularly since it comes so soon after the White Paper on broadcasting.

The Viewers and Listeners Association, of which Mrs Mary Whitehouse is general secretary, welcomed the ban as showing "that the BBC takes notice of what the public thinks". But the play's author, Barrie Keeffe, wrote in Tuesday's *Guardian* announcing his plan to arrange free screenings of a videocassette of the play to put that statement to the test. It will be shown at the Soho Poly Theatre next week.

Gotcha is the story of a 16-year-old inarticulate no-hoper, holding his teachers hostage on his last day at school. It aroused much controversy on its first transmission in April 1977 with complaints on the one hand and an enthusiastic response—for "its large and immediate importance" on the other.

The stage play has had a serious critical reception in Germany, France and several other countries, and the rare (sometimes with a videocassette) has been successfully used in a number of schools.

The BBC denies any connexion between Mrs Whitehouse's announcement last Wednesday that she was writing to Mr Merlyn Rees, Home Secretary, about the repeat, and the BBC's decision, taken the next day.

Indeed, the BBC is at pains to relate the decision to a "colloquy" held last month between governors and heads of their television drama group, about acceptable standards of language at which *Gotcha* was one example cited. New guidelines about language are now being evolved, against which the play was judged.

Some observers see the decision against the background of last month's White Paper on broadcasting, which took a clearly unpromissive stance about violence, placing the onus on broadcasters to prove that a programme was harmless and rejecting the use of the 9 pm limit to absolve broadcasters from responsibility for any children watching after that hour. (*Gotcha* was originally transmitted at 9.25; the repeat scheduled for 10.25.)

It would be wrong to infer that there will be future similar interventions by the Governors. But they may nor be needed: any evolution of guidelines, any future decisions involving the BBC's own complex procedure of upward referral, will take note of this precedent.

That prospect pleases Barrie Keeffe even less than the immediate fate of *Gotcha*. "It's going to make is impossible for writers to deal truthfully with a very large minority of inarticulate people—like the central character in *Gotcha*", he says.

Another of his plays, *Champions*, about football supporters, was temporarily banned by the IBA because of language and violence. But Keeffe and the production company, Granada, were able to appeal and successfully argued their case for the play.

Country children need play areas too, planners told

Child's play in the countryside tends to be forgotten by council planners and architects, who assume that—if it is necessary at all—it is needed only in the towns.

But children in rural areas have just as much need for playgrounds and play leadership as children in town, according to a study of play provision in the South Cambridgeshire District Council area.

The study, produced by the district planning officer, found that in many parts of the area villages were surrounded by high-value arable land, sometimes cultivated to the edges of houses which made access impossible.

Although play can be improvised in a back garden or local spinneys and fields, the report says, even smaller villages need a flat grassed area for ball games.

It also points out that many larger villages in the area have taken on a semi-urban character because of extensive housing estates. But the new houses, unlike its have small back gardens, and the new residents were from towns themselves and wanted similar amenities.

The report, published in a pamphlet from the National Playing Fields Association, suggests that provision for children's play should be taken "just as seriously" as in a town or city.

Planning for Play in a Rural Area, published by the National Playing Fields Association, price 85p.

More awareness of need for sex education

The need for the comprehensive teaching of sex education is beginning to be more widely appreciated the chairman of the Family Planning Association, Mr Alastair Service, says in his annual report.

"Our techniques and knowledge have been increasingly sought by teachers, youth and community workers, and particular emphasis has also been placed in 1977 on the role which parents can play in sex education" he writes.

"More importantly still perhaps, the message that sex education involves a great deal more in terms of human relationships than conception alone, and that it is teaching should be far more comprehensive than a quick lecture on pregnancy and VD, is beginning to be appreciated more widely."

Plea for team work among new teachers

New teachers should be more ready to work as part of a teaching team, says the final report on a pilot induction scheme in Northumberland.

They should also realise their future lies not just in adapting to a school but in developing professionally with their colleagues.

The scheme, with one in Liverpool, was set up by the Government in 1974 to establish what special provision was needed for the new teacher in his or her first school year. The schemes have highlighted the importance of a properly trained teacher tutor, an agreed load for the number of staff available to advise the beginner on classroom problems.

This was felt to be more important to probationers than programmes of visits and lectures outside the school.

Both schemes were shortened during their four-year run because of the drastic fall in recruitment to teaching. In 1974 220 probationers took part in the Northumberland project. Next year this fell to 60. Government plans envisage this from 1979 all probationers will have to undergo a quarter of their time on induction training.

Evaluation Report, No 15, Induction Project, School of Education, Newcastle University, St Thomas' St., Newcastle upon Tyne.

School to work

Firms attacked for being too choosy on intake

Complaints of elitism in the Youth Opportunity Programme are worrying the Manpower Services Commission. Local careers departments have protested that some companies turn down all but the most able young people who apply for work experience schemes.

The commission's area teams are now to be told to adopt a tougher line with employers who appear unduly selective, and to point out that the programme's priority is to help the least able.

Welcoming the new policy, a county principal careers officer said this week: "The most worrying thing is that the companies who are prepared to spend the most time and trouble on producing a really effective work experience programme are the ones that are usually the most fussy about who they take.

"One national chain turned down 40 of the youngsters we sent them, and it rather makes nonsense of the ministerial statements that the careers service would be responsible for deciding what opportunities a youngster should be offered in the programme."

The commission could not entirely escape responsibility for this, he said, because its advertising earlier this year encouraged employers to believe that they could pick and choose.

EEC schemes expanding

Britain's share of the Common Market programme to try out new ways of preparing pupils for work is to be expanded to include projects in five more areas.

Twenty schools and colleges in Bedfordshire, Haringey, and Knowsley will take part in an attempt to develop new methods of in-service training for careers education and guidance. Another English project will be the development in Bradford of a one-year programme for unemployed West Indian and Asian leavers. Strathclyde education authority is to mount a project with the support of the Scottish Education Department.

Mark Jackson



Summer jollity in an adventure playground at Pil, South Wales.

Television 'invades the home'

The invasion of home by television meant that the family was invaded, Professor Ronald Fletcher told the annual conference of the Standing Conference on Inter-Faith Dialogue in Education recently.

"There is no longer a hearth, only pipes. Yet it is in these intimate personal primary groups that *ideals* such as truthfulness and loyalty are established. Sentiments are basic to the development of character and domestic roots are at the heart of that development."

Professor Fletcher said the effect of secondary groups invading the home was that a child's natural sequence of experience was broken. "Families are walled in around the television screen and the consumer motivation is universally encouraged."

More than 100 members attended the conference, held at St Katharine's College, Liverpool. Among those present were representatives of the Baha'i, Buddhist, Christian, Hindu, Humanist, Jewish, Muslim and Sikh faiths.

Rise in single parent families

The number of one-parent families went up by about one-third between the years 1971 and 1976, according to figures released this week.

The Office of Population Censuses and Surveys says that in 1971 there were only 570,000 such families—about 8 per cent of all families with dependent children. By 1976 the number had risen to 750,000—about 11 per cent.

OPCS reports that the rise has largely been caused by an increase in the number of broken marriages and unmarried mothers with children.

OPCS Monitor, Information Branch, OPCS, 10 Kingsway, London (free).

Correction

Mr Ronald Schwarz was incorrectly stated in our August 11 issue to have been appointed head of Whitefield High School, Bury. He remains head of Unsworth Comprehensive, Bury.

Second thoughts for schoolgirl bride

Dianne Neal, the 16-year-old schoolgirl who married a soldier earlier this month, is having second thoughts about pursuing her campaign to return to school in September.

She said this week that she was not sure what to do after all the publicity surrounding her letter to Education Secretary, Mrs Shirley Williams, in which she asked for help to allow her to join the sixth form at Harold Lucas comprehensive in Colchester, Essex.

Dianne has been offered a place on a trial basis by the head teacher, Mr Kenneth Charnock. But he has made it clear that if her presence is disruptive she would be asked to leave.

Dianne admits that she has played truant and was a nuisance to the school. But in her letter to Mrs Williams, she maintains: "I have given up my foolish friends and I stay in three or four nights a week studying and reading".

Redundancy rules may crowd courts

New guidelines for local authorities on redundancies in colleges and departments of education may lead to a running battle in tribunals and the courts, the National Association for Teachers in Further and Higher Education warned this week.

A report soon to be distributed by the local authorities' conditions of service advisory board gives a detailed interpretation of the so-called Cromble Code on redundancy procedures in the colleges. Advice is given on a number of delicate issues which have already been contested in the courts.

But NATFHE claims that a joint approach should have been made in areas where agreement could be reached to cut down the costly process of establishing detailed case law. With the bulk of the redundancies caused by cuts in teacher training still to come, the union foresees a succession of compensation cases if the guidelines are rigidly applied.

NATFHE is now drafting its own advice for members and hopes to publish a document in October. The union told LACSAB of its criticisms of the guidelines but no agreement could be reached on a joint commentary.

The major area of disagreement is over comparable employment. Mr Frank Walton, deputy secretary of LACSAB, advises local authorities that any job within the same authority should be regarded as continuous employment and, therefore, no compensation is payable. Authorities have so far adopted differing definitions of comparable employment.

Miss Jean Bocock, NATFHE's assistant secretary for higher education, said that union negotiators had been assured that the regulations, drawn up in 1975, would be interpreted liberally on this and other points. The scale of redundancies which are now imminent was not envisaged at the time and these assurances were not being honoured, she said.

"We accept that LACSAB is fulfilling its obligations as an adviser to management, but there are surely areas where it would be more sensible to talk than to lay down a rigid interpretation. If the regulations are treated in this way, we are fearful that we may well find ourselves in considerable conflict in the next few years", she said.

Mr A. G. Gronnow, assistant secretary of LACSAB, said the guidelines should make agreement more likely because both sides would be more aware of the employers' likely position. Interpretation had been based on case law, and it was up to the individual authorities whether or not they wished to follow the advice. "I would not have thought we would ever get a locally joint approach on this, largely because we represent different interests", he said. —*THES.*

Anomalies in parental choice

continued from page 1

ver more than a third of band one children there were disappointed with first choice of school.

Mr Robert Vigars, Conservative leader of ILEA, said: "This is an inevitable consequence of social engineering. I think it is a very serious situation. This may lead to parents of brighter children moving out of ILEA altogether."

Mrs Jane Phillips, vice-chairman of Labour-controlled ILEA's schools sub-committee, said: "I think parents overdo their disappointment at not getting their first choice. A bright child is welcome in any school and much care and thought goes into making him settle."

O and A levels in engineering proposed

by Caroline Haydon

Engineering should be introduced into O and A level syllabuses, the Equal Opportunities Commission has recommended. In its evidence to the Finniston Committee on the engineering profession the commission says few women have the necessary qualifications to take up science and engineering courses because they are channelled into arts subjects at school.

Some take science subjects but hardly ever take more practical courses like technical drawing, woodwork or metalwork. Engineering GCEs would at least give them a taste of what the engineering profession was like.

The EOC says that Britain has fewer women in engineering than any other developed nation, fewer even than many of the developing countries. Only 0.2 per cent of qualified engineers in this country are women compared with 3 per cent in France, 10 per cent in Scandinavia and 30 per cent in Russia.

Another stumbling block to girls who want to enter the profession is the traditional attitude of men and women that engineering is not a job for a woman. The over-rigid structure of entry to the profession also militates against women, says the EOC.

There are few part-time routes to professional qualifications and the facilities to enable women to continue their careers (maternity leave, child care and part-time work) are still "grossly inadequate".

"The difficulties faced by women wishing to return to the profession after time out to raise a family prevents women benefiting from their equal rights to training and promotion", says the EOC.

The committee is also concerned about the disproportionately high number of women engineers working in research and development who do not move on to top management positions.

It points out that educational bodies, industrial training boards and employers are specifically allowed by Sections 47 and 48 of the Sex Discrimination Act to run courses for one sex, where only a small number of that sex are in that profession, or where retraining is needed because they are returning to work after domestic commitments.





The gentle art of stage fighting. . . .





. . . and with a feminine touch.

Dramatic scenes at prep school

A troupe of teenagers has fun on a Discovery Drama course in Herefordshire Adam Hopkins talked to them

Grotesquely encrusted in mossy-looking masks, and bathed in a sombre, subterranean light, the actors slither across a parquet floor like reptiles.

Encountering alien presences, three spacemen who have lumbered into their strange planet, the creatures swarm about them, stroking, touching and pulling and tugging with horrible intensity until suddenly the mask of one of the space travellers comes away and she—for the part is taken by a female actor—writhes horribly and finally falls still.

This distressing and convincing piece of mime—a space age version of *Jabberwocky*—is just one of a series of plays put on by a troupe of teenagers who assembled for the first time only 10 days ago and are now on the last evening of a summer course in theatre and theatre arts.

The other plays could not have been more different. One was a home grown political satire, including everything from sharply phrased commentary to well-executed stage fighting with a chair apparently cracking down hard on the head of a helpless victim. Another was a languorous and oblique saloon bar tragedy of the American far west, also made up on the premises and based on a Bob Dylan song. Yet another was composed of a series of sketches about family life, using plenty of song and dance and an almost Brechtian brevity and understatement.

To the spectator, it seemed extraordinary that so wide a range of theatrical events should have been produced so expertly in so short a time; and even more surprising that this was just one element in a crowded programme.

The previous night, for instance, in ones, twos and threes, the students had put on revue sketches of their own. During the preceding week they had been out on theatre visits, listened to talks about the development of drama, practised mskeup, stage fighting and stage lighting—using professional equipment—and had manufactured props of many shapes and sizes.

This was the eighth in an annual series of theatrical working holidays for youngsters aged from 12 to 18, drawn from all over the country and from all kinds of background.

Known as Discovery Drama Courses, they are held in a prep school in northern Herefordshire, a landscape of cornfields blocked off in the distance by the Malvern hills.

Discovery Drama Courses are the non-profitmaking innovation of a group of theatrical devotees who wished to extend to a wider range of children the kind of opportunities provided for the most talented by the National Youth Theatre.

Pat Curran, director of the courses, was in the NYT before embarking on a legal career in Cardiff. So were others in the original band. Then there is Pat Curran's brother, John an insurance man who joins in as administrator, and their brother-in-law Phil Dawson, head of drama at Westminster City School in London, and Chris Williams, a friend who is head of English and drama at Dee High School, a new comprehensive in Chester. Both are qualified drama teachers. And there is Sarah Potter, a professional stage manager, also from Cardiff.

Based on this close network of kinship and expertise, the Discovery Drama Courses exude a sense of cordiality and common purpose which unfailingly extends from staff to students each year. Actors and other people professionally involved in the theatre, some of them genuinely distinguished, pop in to do their bit and also get caught up in the atmosphere.

"You can't walk around with any kind of pretension on these courses", Phil Dawson says. "You just have to join in the general madness".

Ten of the 40 students are on their second course, and the youngest teacher on the project, Liz James, was herself one of the students before going to university.

Pat Curran, the director, explains the idea behind Discovery Drama Courses in terms of the limitations of what is usually offered in school. Most schools, he says, can put on little more than the social play and basic work in improvization.

"The usual state of affairs is that the English teacher is given the job of drama. One or two may have been to teacher training colleges doing drama, but not many. What is lacking is the theatre side. On the DDC courses we are trying to give them an insight in the professional theatre, making it as professional as possible, just as in the NYT.

"It is intended to put across real knowhow, so that kids can use it in their own production. After all, there is only one reason for doing things in a professional way, and that is because it is the best way yet devised. So kids may as well know about it.

"I will give you an example: the crowd scene in *Julius Caesar*, the one that goes with Mark Anthony's "Friends, Romans, Countrymen" speech. Say you do it in modern dress and do a riot scene involving fights with the police, a sort of demonstration of crowd behaviour. You have to show them how that can be presented to an audience.

"There are intricate mechanisms involved in staging it. You can't just have a punch-up on the stage. Each little cameo has got to be worked out with very careful attention to detail so that the cul is a scene of tremendous

The staff reckon that the asset of the 12 to 18 age boundless physical energy, can be harnessed to emot poses. Everybody is kept the time, so that even in when the rain occasionally from pelting down, there are tively few takers for the court.

Pat Curran and colleagues also emphatic that they are ing at a level of general rather than trying to turn out theatrical types".

"I am here really just interest", said Jeremy, aged 17. "I have been to in drama for a long time, but I want to go in to it as a professional

And a young man of 18, due start work in the Army, Corps next month, said: "I have to be interested in drama come on this course. It gets interested".

Like many to whom I spoke, had worked and saved to raise £75: the course now costs (up to £50 last year with a reduction in numbers). Otherwise, parents mostly stumped up the money, a few, in an age of austerity, managed to find local authority assistance.

But everybody I met agreed it was worth it. This was not because of the theatrical content, but because of the personal side.

"It does wonders for your," said the intending military cadet. "You have got to get into it. That is the point. Everything, that is the point. Everybody thinks they are going to have an easy time. It turns out to be hard work but it is good. And the age range is good too. I think everybody goes away a bit more mature than they came".



From the group's space age version of Jabberwocky.

Photographs by Fran Miller

Americans have found in schools a suitable vehicle for selling . . . everything

Get your back-to-school burger cooker here

This summer's "back-to-school" sales are bouncing into the newspapers, bigger, bolder and—it seems earlier than ever. At least, they are in my local newspaper.

There was nothing outlandish about its front page advertisement on August 1 for "back to school days" clothing, but the following week brought a full-page spread of "Fine Fare's Back to School bargains", and a half-page advertising feature. Both concentrated on clothing, and the latter included an article devoted largely to the wearing of school uniforms. Stationery and equipment also featured on both pages, in a rather indirect way compared with the normal advertisements that Boots had produced for some years now.



What the well dressed pupil is wearing—from a British advertisement.

This form of advertising remains extremely modest—and relevant to the "Back-to-School" bunker—compared with its North American counterpart. When I arrived in Albany, New York, last July, the "Back to School Sale" in the local drugstore seemed much like the Boots' enterprise, except that thermos flasks were included. But then, I reasoned, refreshments are not such an established feature of American school life as they are in Britain.

As my late-August travels took me westwards, however, I learnt to attach new meanings to "Back-to-School". The experience entailed three adjustments: to different school customs; to more opportunist advertising; and, frankly, to distortions of the slogan.

The first change was simple enough: in a country that lacks our obsession with uniforms. It was quite consistent for a department store in Allentown, Pennsylvania, to advertise a "Back-to-School Sale" that incorporated "Back-to-School Fashion Shows in Our Young Depts". Indeed, girls' uniform has subsequently become the object of a fashion show in this country.

Second, even the most stringent guardians of fair trading would find it hard to object to the ways in which an Ohio laundry and an Illinois dairy cashed in on the time of year. What could be more obvious than for a laundry to invoke parents to "send youngsters back to the classrooms looking great"? And the promises of "nourishment" and "energy" from the dairy that urged "Going Back to School? Go Back to Breakfast" with Hillfarm" would presumably appeal to those educationists and farmers who are urging Leas to exploit Mr Silkin's recent offer of EEC milk.

It was the third category—the flagrant distortions—that I found alarming. It began with another breakfast advertisement which backed the rationality of the Illinois dairy. There, on the door of the Holiday Pancake House in Mountain Top, Pennsylvania, was an advertisement, cut from the local newspaper, for the "Back-to-School Special Breakfast"—served all day until August 31.

It continued with the quarter-page display by a Blanchester, Ohio, furniture store: its "Back-to-School Specials" comprised three televisions, ranging from the 12in black-n-white portable, that no schoolboy could afford to miss at only $99, to the 25in colour model, compete with a solid-state chassis, for $577.

Finally came the pull-out supplements, typically four to eight pages devoted to the advertiser's main line of business, yet adorned with the "Back to School" slogan and related symbols and with the odd notebook and other school requisites featuring now and again.



In Morrow, Ohio, the line was groceries. Three varieties of writing paper were the only school items among eight whole pages of groceries. Yet no less than 24 cartoons of young children adorned the supplement, 14 of them carrying books and three holding an apple aloft. All the other supplements I saw were from drugstores. On the last Sunday in August the *Washington Post* included *three* of these. Each had a different symbol and the slogans varied slightly.

The four-page "Back to School Sale" supplement sported, on the front page, young children with a traffic patrolman. Even so, the books and pencils received a poor share of the page, compared with the bra and pantie set; the hair conditioner; and the 20lb bag of potting soil. "Back-to-School Bargain Buys" with a bell ringing to jog those who had lost the message—fared rather better on the centre pages, where 20 school goods featured in the main block.

The four pages of the "Back-to-School Discounts Supplement" were devoted to school requisites. Again, it was the front page, where a hand clutched notebooks and pencils that abused the slogan. Two of the 13 blocks advertised variations on notebooks; the others included garbage bags, anti-freeze, Hawaiian punch, dishwashing liquid (family size), baby shampoo and vitamin tablets.

The largest of the three supplements—announcing "Back to School Buys" with another bell ringing away—did it differently. Notebooks, pens and pencils dominated the front page, although baby shampoo and bathroom tissue could not be denied an appearance. And, give or take the $14.99 digital clock and the $18.88 burger cooker, the centre pages were faithful to the slogan. But the slogan—and the bell—also appeared on the remaining pages of drugstore goodies.

In the following week, as school restarted in many areas, Labour Day bargains took over. But a drugstore in Cedar Rapids, Iowa, could not resist a last-minute page of cosmetics and jewellery: "Back to School By Natural Wonder".

Nor could a TV advertiser in Milwaukee let back-to-school day itself go by without a final fling: back-to-school pianos.

By the way, that advertising feature in my local paper has a bell ringing out in the corner that reminds me of those American supplements. It looks ominous.

David Bull

David Bull is senior lecturer in social administration University of Bristol.

Ex-priest wins in job row

from John Walshe

DUBLIN

One of two former priests who sued the trustees of an Irish university for wrongful dismissal from a teaching post has won his case. The High Court in Dublin has ruled that his dismissal from St Patrick's College, Maynooth, was invalid because he had been given no opportunity to answer the charges made by the college trustees.

But the dismissal of the other teacher was valid because the correct procedures were followed, the High Court decided.

St Patrick's, a Pontifical university, is a recognized college of the National University of Ireland. It has 1,600 students, about a third of them clerical students, and is run by a board of trustees made up of members of the Irish Hierarchy.

The state gives Maynooth an annual grant of about £800,000 for secular education.

Dr Patrick McGrath, former professor of logic and general metaphysics, and Mr Malachy O'Rourke, former lecturer in modern languages, were both asked in November, 1976, by the trustees of the colleges to resign. They declined to do so.

Last year they were given letters of dismissal, which led to a one-day strike by college staff.

In the High Court Dr McGrath pleaded that the charges made against him by the trustees appeared to consist of publishing writings prejudicial to ecclesiastical authority and the interests of the college, and failing to comply with a directive concerning the wearing of clerical garb.

Mr O'Rourke was accused of failing to resign from the college, failing to wear clerical garb, and not residing on the campus.

The trustees said that in removing the two men from office they had complied with procedures laid down in the college statutes.

In his reserved judgment, Mr Justice Hamilton found that the trustees had followed a correct procedure in the case of Mr O'Rourke. However, Dr McGrath's dismissal was invalid as he had not been given an opportunity of stating his case to the trustees.

He considered that the proper relief to be granted in this case was a claim for damages, and he would hear submissions on that question next month.

The two men are members of the Irish Federation of University Teachers, which is now considering further action.

'Rescue' call over bulge applicants

Bert Lodge

Higher education opportunities for 18-year-olds should not be allowed to get worse in the last two or three years of the "bulge" in the early 1980s, says Warwick University. The university is commenting on the Government consultative document, *Higher Education into the 1990s*.

Preparations to meet a fall in the number of pupils wanting higher education, the university says: "Universities ought to be willing if necessary to mount an emergency programme to ensure that properly qualified applicants are not turned away."

Warwick University sees scope for the provision of temporary teaching programmes to cope with 1980s demographic peak. But it also criticizes the DES document for failing to mention the research undertaken in universities.

Model B—the strategy of making up numbers in higher education after the mid-1980s with mature students—is welcomed by Warwick as being in line with its own policy. By 1976 mature students formed 13 per cent of Warwick's intake.

● Loughborough University also stresses the importance of research. "We firmly believe the maintenance of an adequate level of research, innovation and scholarship is the hallmark of a university", it says. It points out that the institute also recommends more MSc courses to allow new graduates to specialize and to allow geologists who have spent some time in industry to pursue studies in a particular field.

● The National Organization of Labour Students regards model B as the only acceptable pattern of higher education in the 1990s. Financial barriers to working-class entry into higher education must be removed, it says; mature students must be specially welcomed; and obstacles to women—particularly those which discourage girls from studying engineering—must be removed.

Positive action is required to enable ethnic minorities and disabled students to participate more.

● The Government document is based on unacceptable assumptions, says the city of Bradford's standing academic planning board. The demographic data does not take into account regional variations, or variations between sexes and social classes. Further, the run-down in the birth rate has left a severe shortage of opportunities for young women in higher education.

The decline in the birthrate is more emphatic among the children of manual workers than among the professional classes, yet it is the latter which are the traditional users of higher education. In Bradford an increase of 7.7% per cent can be expected in the 15-25 age group up to 1986, attributable entirely to the growth in the non-white population.

ENTERTAINMENTS



Universities hold giant Canadian get-together

from Clive Cookson

WASHINGTON

More than 200 universities will be represented at the twelfth Commonwealth Universities Congress, opening on Monday at the University of British Columbia in Vancouver—making it the biggest yet. In most cases the vice-chancellor, or president, is attending.

The Association of Commonwealth Universities, which organizes the conference, has added 30 member institutions since the eleventh congress in Edinburgh five years ago. The main growth points have been Nigeria and Australia, although the opening of new universities in Australia has now come to an end—perhaps for the rest of the century.

Altogether 560 university administrators, professors and academic experts are expected at Vancouver many of them accompanied by their families.

The overall theme of the congress is "Reconciling national, international and local roles of universities with the essential character of a university", a subject on which Sir Charles Wilson, former Principal of the University of Glasgow, will deliver the keynote address.

The remainder of the week-long conference is based on five topics: the world food problem and the universities; higher education in countries with federal systems of government; reconciling equality with excellence; the public view of the universities; and universities and other institutions of tertiary education.

Vice-chancellors dominate the list of 90 main speakers. Most of them preside over British, Canadian, Australian and Indian universities, but the organizers have also arranged contributions from the newer and smaller Commonwealth countries.

Help at hand for latest A level crop

More than 500 local authority officers are standing by this weekend to help students find the right course in the light of their newly arrived A level results.

The officers of the Further Education Information Service can be sought after not just by students whose results are worse than they expected, and must now find a different course from the one on which they had been offered a provisional place, but also by those who have got better results than they had hoped for and can now contemplate going on to higher education.

Every fortnight in August and September the DES supplies the FEIS officers with information on vacancies on full time and part time courses for degrees, HNDs and Higher National Diplomas in polytechnics and colleges of further education.

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E.A.P. (U.K.) is therefore offering in October, 1978, a limited number of places to U.K. school-leavers who wish to prepare themselves for the 'Concours'. The one-year preparatory course includes study of the language and structure of modern France and West Germany, the creation and development of the E.E.C., economics, statistics and statistical methods, and basic scientific programming. Subjects are studied as modules. Either language competence or numeracy can thus be stressed, according to the student's own needs. Entrance requirements are three G.C.E. "A" levels (or equivalent), one at "A" grade and two at "B" grade, with at least "O" level mathematics (or equivalent). One "A" level should preferably be French. Special cases will be considered on their merits.

Applications should be submitted by 1st September, 1978, to the Director (U.K.), Ecole des Affaires de Paris, 12 Merton Street, Oxford OX1 4JH, from whom further particulars may be obtained.

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Life in a handful of cyanide gas

Science diary
by
John Maddox

The problem of how life began is in one sense literally insoluble. The geological and fossil records are unlikely ever to produce formal proof that one or other of the many alternative theories of biogenesis is correct. The most that can be expected in the immediate future is that the balance of circumstantial evidence will lean in one direction or another. In this sense, biogenesis and cosmology have a great deal in common.

One school of thought about the origin of life has been given valuable support by an article in *Science* (July 28) by J. P. Ferris and P. C. Joshi, both from the Department of Chemistry at the Rensselaer Polytechnic, New York State. For some years the authors have been adherents of one of the most paradoxical of all theories of biogenesis: that the chemicals of which the first living things were constructed were themselves produced in the primitive atmosphere of the earth from what is now one of the most potent of all the simple toxins—hydrogen cyanide.

The theory is by no means as implausible as it sounds. There is no doubt that hydrogen cyanide was a constituent of the primitive atmosphere of the earth, together with gases such as methane, hydrogen, ammonia and hydrogen sulphide.

Chemically these gases are all reducing agents, and although solar radiation would have converted some of these materials into a more oxidized form, it appears to be widely accepted that oxygen can have begun to accumulate rapidly in the atmosphere of the earth (as it did about 3,500 million years ago) only by the action of living organisms capable of photosynthesis. From this it follows that the living things themselves must have been constructed from chemicals made from the constituents of the primitive atmosphere.

This is why, for the past quarter of a century, people have been passing electrical sparks through mixtures of the gases probably present in the primitive atmosphere of the earth. They hope to be able to tell which are the building blocks for the earliest primitive organisms.

The electrical discharges are intended to recreate lightning in the earth's original atmosphere, and many people have been encouraged by the discovery that such discharges produce measurable quantities of amino-acids, the building blocks from which proteins are made.

The advantage of hydrogen cyanide as a starting material for the production of the chemical from which living things were eventually constructed is that it can yield not merely amino-acids but also the chemicals called purines and pyrimidines, essential components of nucleic acids.

This has been shown by laboratory simulations of what might have happened in the earth's primitive atmosphere. The first step is the polymerization of the hydrogen cyanide molecules to form chain-like structures, and these interact with water to yield a mixture containing amino-acids, purines and pyrimidines. So far so good.

Unfortunately, the interest of hydrogen cyanide as a universal starting material for the production of the building blocks of primitive living things has been crabbed to some extent by the recognition that the materials actually produced by the hydrolysis of the polymerized cyanide are not exactly those found in living things.

For example, the chief of the chemicals known as pyrimidines produced in the laboratory experiments with hydrogen cyanide is a substance called orotic acid. This differs from the pyrimidine called uracil, which is actually found in nucleic acids, in being an organic acid.

In molecular terms, this means that orotic acid differs from uracil by containing what is in effect an additional molecule of carbon dioxide. One of the problems for the adherents of the hydrogen cyanide theory is that it is hard to see how the extra acid group could have been eliminated without causing severe disruption of the molecule as a whole.

What Ferris and Joshi have shown is that this conversion from orotic acid to uracil can be accomplished in the laboratory, and may, indeed, be accomplished in real life, by the action of ultra-violet radiation.

It is, of course, unusual that ultra-violet radiation should have such a specific effect on a quite complicated molecule: the effect of splitting off just one part of it. It is even more remarkable that the process appears to be more efficient when the concentration of the orotic acid in the irradiated solution is the smaller—a circumstance which, Ferris and Joshi suggest, may be especially relevant to the early evolution of the pyrimidines.

Plainly the concentration of orotic acid would have been small to begin with, and anything that might have helped to accelerate the conversion of that into usable uracil would have increased the chances that the uracil itself might have been incorporated in living things.

All this is a step in the direction of a fuller picture of how the ingredients of living things might have accumulated on the earth's surface in the first 1,000 million years of the earth's existence. Most probably there were half a dozen different ways in which the process might have been accomplished: that is, however, an enormous leap from the accumulation of the chemical ingredients of living things to the assembly into even the most primitive of the microorganisms still in nature, or recognizable in the fossil record.

In reality, of course, the first of the microorganisms recognizable in the world we live in is by no means representative of the first organisms that deserve the name of life. The essential feature of living things is that they are capable of ingesting themselves in suitable circumstances.

Living things, however well established, are not in a state of dynamic equilibrium with their surroundings but, rather, are maintained in what is usually a highly disequilibrium by a flow of energy—the sunlight that keeps plants going or the nutrients that keep people alive.

So it may well be that the first forms of "life" were not like the living cell with which we are familiar, but were instead simple molecules whose existence stimulated the creation of others like themselves. Chemists describe such materials as "auto-catalytic".

The trouble is that a simply autocatalytic chemical, however successful at assisting in its own replication it might be, could not be regarded by the remotest stretch of the imagination as a living species—it would plainly be unable to adapt to changing circumstances, historically the most significant of all features of living things. For that purpose, at least two non-catalytical chemicals are needed—then adaptations to different circumstances might consist in a change of the proportions of the two chemicals.

From all this, it follows that speculations about the most likely source of the prebiotic chemicals must be assessed not merely by their plausibility but also by the likelihood that such chemicals are potential ingredients of self-replicating and adaptive molecular aggregates. As yet, nobody has suggested how this requirement might be met by simple combinations of the chemicals potentially derived from polymerized hydrogen cyanide.

One intriguing possibility, of course, is that the most rudimentary pair of chemicals might be a molecule of uracil, produced as Ferris and Joshi now describe, and a molecule of one of the amino-acids also produced by the hydrolysis of hydrogen cyanide. If that were the case, then the result might be a primitive analogue of the dualism now apparent in all life forms between the nucleic acids and the proteins.

Too good to be true? That will not prevent people like Ferris and Joshi from looking.

Sport

National champions take Viking cycle honours

by Stanley Levenson

Denis Lightfoot, of Penketh High School, Warrington, and Gary Coleman, of Wrake Valley College, Syston, Leicester, won the two top prizes in the inaugural Viking cycling competition at Harrogate, a result which confirms the organizers' intentions of changing the format for next year.

Lightfoot, the most successful rider in schools events this year, and Coleman, both national schools champions, are established members of the competitive cycling community.

The Viking competition is, however, designed to encourage more youngsters to get into the saddle rather than be another competition for champions.

Mr Alan Rushton, a spokesman for the sponsors, said: "We shall certainly have a bigger one next year. This one opened our eyes although several business had reached the regional finals, they lost out against more experienced boys and few were among the 90 to compete in Harrogate. This was discouraging for them.

The possibility of a separate section for girls is also to be looked at.

Mr Rushton added that the plan is also to extend into the recreational aspects of cycling, such as touring, safety, map reading. Details of the 1979 programme should, he said, be announced towards the end of the autumn term.

The Harrogate event was of a high standard and, despite the damp conditions and wet roads, only two boys came off. Neither was hurt.

In contrast to the earlier rounds, which were time trials, the finals were races over 800 yards in the centre of the city.

Coleman won the under-13 section and Lightfoot the under-15.

The project was promoted by the English Schools Cycling Association, together with the senior cycling organizations and Viking Cycles.

Pentathlon boy gets record

Dean Willey, of South Grove School, Rotherham, won the under-16 power pentathlon competition during the Britain - West Germany - France schools weightlifting match at Altrip, West Germany. The pentathlon consists of the two lifting events and three athletics events, jumps and sprints.

Willey's 920 points total was the best in the 10 years of the Altrip tournament, the icing on his three British lifting records set last month. He also won the 52kg class in Altrip with 175kg on his two lifts in the straight lifting contest which the West Germans won with 21 points to Britain's 16 and France's nine.

Two weeks earlier, Britain had beaten the West Germans by five contests to two in London. Under strength at Altrip, Britain managed only just, three victories—Willey, Nick Fry, with 225kg in the 75kg division, and Peter Pinsent (St. Nicholas School, Northwood, Middlesex) with a new British record of 255kg in the 82½ category.

France

Secondary reform battle looms

from Our Correspondent

PARIS

A battle royal between teachers' unions and the central administration is in the offing over the question of the reform of secondary education. The Conseil de l'Enseignement Technique et General voted recently to refuse further discussion of the proposed curricular reforms for the fourth grade of the comprehensive middle school.

The Council for General and Technical Education is a consultative body very similar to England's once-powerful Central Advisory Council. It is the principal arena for official discussions on such matters as curriculum, timetabling and classroom organization between the Ministry of Education and the teaching profession.

Opposition to the Haby reforms (named after the previous Minister of Education, M René Haby) and involving the progressive introduction of a core curriculum up to the end of compulsory education has been growing.

The departure of M Haby brought about a temporary truce while his successor, M Christian Beullac, undertook a wide ranging series of consultations and soundings with various groups and organizations in the education world. With the refusal to discuss the curriculum reforms intended for the fourth grade (14 to 15-year-olds), teachers' unions have put an end to the armistice accorded to the incoming Minister.

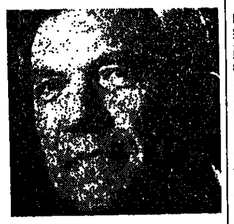
The strategy of curriculum reform is particularly complex, it involves a technique not dissimilar to the Swedish concept of a "rolling reform". Each year the new curriculum will progressively be introduced further up the secondary education system.

Last September, the sixth grade (12-year-olds) saw its timetable and curriculum changed. Next month it will be the turn of the fifth grade. This approach means that, if they are to be introduced on time, the reforms must be agreed upon and decided a year in advance at least. The dateline is very near in the case of fourth grade changes.

Faced with a massive amount of documentation dealing with such matters as content, timetabling and type of books to be used, (a pile weighing 2 kilos at least) members of the council dug in their heels.

Discussions of the curriculum would take place, they announced only if two conditions were met beforehand. First, that the Ministry undertake an evaluation of the comprehensive curriculum already in place in the sixth grade. Second, that the council be allowed to break up into working groups to peruse the more subtle implications of the proposals they were asked to approve.

Despite a rapidly approaching deadline, Ministry officials have met these demands by elegant stonewalling. Teachers' representatives have been promised an "account" of how changes in the sixth grade are progressing. They have not been promised an evaluation.



M. Haby: started reforms

Part of the problem goes back to the general elections last March. The paralysis which smote all sectors of the Administration, also held up the timetable of curriculum reform.

This new exercise in brinkmanship by all sectors of the teachers' unions, lead by the Federation de l'Education Nationale—the umbrella organization for the teachers' movement—has two purposes: to wring new concessions from the Ministry over the question of the pupil/teacher ratio. And second, if possible, to obtain greater de facto control over the curriculum.

The Ministry is unlikely to accept the latter. Nor is it likely that the Ministry will accept the setting up of unwieldy committees which are likely to spin the whole debate out as long as possible.

If the fourth grade curriculum is to be implemented a year from now, agreement will have to be reached by this coming September. The scene is now set for an interesting conflict of wills between teachers and the new Minister of Education.

Australia

Fears grow on jobless teachers

from John Kirkaldy

SYDNEY

Victoria has the worst record of any Australian state for unemployed teachers. The claim was made recently by the chairman of the unemployed primary teachers' action committee (UPTAC), Ms Jean Healey.

Her remarks highlight what is fast becoming one of the most controversial issues in Australian education. According to Ms Healey, there are now 1,580 unemployed primary teachers in Victoria. There are also 120 secondary teachers without a job.

Most states do not provide a breakdown between primary and secondary teachers unemployment. But, according to UPTAC, the totals for all unemployed teachers in other states are: New South Wales—1,500; South Australia—1,300; Western Australia—700; and Queensland—between 500 and 700. Only Tasmania has full employment for teachers at the present moment. (All figures are as of May this year.)

UPTAC believes that about 2,200 trainee primary teachers will graduate this year in Victoria, of which only about 700 to 800 will be guaranteed jobs as they are on Education Department sponsorship. This leaves 1,500 unemployed, a rate of 11 per cent.

The same situation is true right across Australia and Senator John Carrick, the Federal Minister for Education, has predicted that there could be as many as 60,000 unemployed teachers in the country by 1985.

UPTAC now has 550 unemployed primary teachers on its registration rolls, 250 of whom are prepared to teach anywhere in the state. Some of those registered are in much needed fields, such as music, arts and crafts, and others are prepared to be trained for teaching in shortage subjects, such as physical education and librarianship.

Teacher organizations, such as UPTAC, want federal and state governments to use this pool of unemployed teachers, caused by the country's declining birth rate, to lower teacher-pupil ratios. They also advocate granting more study and long-service leave, employing remedial teachers and specialists.

The inquiry will be under intense pressure to raise entrance levels to teacher training establishments and to close down a number of them.

Republic of Ireland

Row over plans for delinquents centre

from John Walshe

DUBLIN

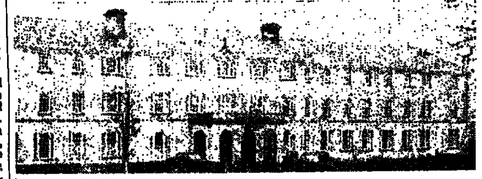
Government plans to send 12 to 16-year-old delinquents to a closed detention centre staffed by prison officers, and situated in remote countryside, 100 miles from Dublin, has caused a major controversy in the Republic.

Dubbed by its many critics, as a children's prison, Loughan House in co Cavan, has come to represent all that is lacking in successive governments approach to the question of deprived children, especially those who come into conflict with the law.

The age of criminal responsibility—the age from which a child can be punished for committing a crime—in the Republic is still seven years of age, probably the lowest in Europe.

The major law governing the treatment of offenders under 16 is the Children's Act of 1908, enacted at Westminster when Southern Ireland was still part of the United Kingdom.

Responsibility for deprived children and young offenders at central government level is still divided between three ministers. The Health Minister is responsible for preventive work with families and children taken into care. The Educational Minister handles the school attendance service, industrial schools and reformatories, and the Justice Minister the probation service and juvenile prisons.



Loughan House

In recent years the juvenile delinquency statistics have shown little change from year to year. There are about 3,000 convictions for indictable offences of juveniles (under 16 years) per year: about half are fined, around 250 are committed to special schools and, on average, 200 are put on probation under supervision, and the rest go free.

In addition, about 900 juveniles are put under police supervision without being brought to court. About 3 to 4 per cent of juvenile crimes are crimes against the person.

However, the apparently static figures relating to juvenile delinquency do not tell the whole story as there has been a falling off in the crime detection and conviction rate in recent years.

This fall-off has been matched by a steady growth in the overall number of crimes, so it is safe to assume that more delinquents are committing more crimes than ever before.

There is also evidence of the existence of a small hard core of youngsters responsible for many major crimes in recent years, particularly in Dublin. Generally the police know and frequently apprehend these youngsters, some of whom have a long list of crimes to their "credit" at an early age.

However, there is no place to send them and community-based services are not sufficiently developed to cater for these particular youngsters. An old notorious industrial school closed down in 1972 and was replaced by "open" and very enlightened centres to cater for the majority of young offenders.

The need for a small closed wing to cater for difficult cases has been noted by several reports over the past few years. When the present government came into office last July, it committed itself to planning two such units in Dublin—one for boys and one for girls.

Opposition to the temporary use of Loughan House has come from nearly all the voluntary and professional bodies in the social service and care field, from all opposition parties, a number of clergy, bishops and prominent statesmen like Nobel Prize winner Mr Sean MacBride, S.C., among others.

Denmark

More women out of work

from Colin Narborough

COPENHAGEN

A study of youth employment just published by the Danish Statistics Bureau shows, that education improves employment chances, and notes that male unemployment is dropping but more young women are becoming jobless.

The bureau points out that the latest sample of unemployed young people (15 to 22 years), taken in the second week of February, contains statistical uncertainty typically associated with small populations.

The study shows that the number of 15 to 24-year-olds totals 746,000, almost unchanged from 1975, but the numbers in the workforce have increased by 18,000 in the same period.

Of the 511,000 young people in the workforce at present, 46,000 have jobs and 65,000 are unemployed. The comparable 1975 figures were 493,000 in the workforce, 435,000 employed and 58,000 unemployed.

The number of unemployed young men fell by 6,000 during the period but the number of unemployed young women rose by 13,000.

For those with trade skills or intermediate or higher education the unemployment rate was the lowest, at 10 to 10.5 per cent.

United States

Youngest state 'fails to deliver the goods'

from Edwin P. Hoyt

HONOLULU

Honolulu Superintendent of Education Charles Clark has admitted for the first time that Hawaii's schools have failed eternally to deliver quality education to the children of the newest of the United States.

And the root of the problem, he says, is the basic cultural differences between Hawaii and all the other 49 states of the American union.

No one has ever defined the level of quality that should be obtained in Hawaii. With its diffuse racial mixture, it could achieve parity with mainland states only through heroic efforts.

The basic language of "local" Hawaii people (differentiated from Caucasians, or "haoles as they are known) is not English, or American English, but a sort of Pidgin.

Pidgin came into being because of the rapid movement of people of vastly different cultures into Hawaii. When the American missionaries arrived from Boston in the 1820s, Hawaiian was the language of the islands. It was totally verbal; the missionaries invented the written language so Hawaiians could read the Bible.

Later the sugar planters began importing Chinese to work in the cane fields and Pidgin began to develop. When the Chinese were succeeded by the Japanese, Pidgin took a new turn.

Successive waves of Portuguese, Filipinos, and new Samoans, with sprinklings of Koreans and Tongans and many others, have both brought changes, and firmly established Pidgin as the lingua franca of the islands.

People in Hawaii in their daily life get along well enough with Pidgin and the impetus to learn standard English is weak. Only the ambitious have really recognized the need to be fluent in standard English.

In the last 10 years Hawaii educators have become aware of the seriousness of the problem, and have tried to press for the use of standard English in the schools.

Hawaii is now in a sort of linguistic crisis. The old (non-English) languages are dying out. For example, in a course I taught last autumn at the University of Hawaii, two-thirds of my 60 students were "locals"—many of them of Japanese ancestry. When I asked how many of them speak a second language at home not one hand was raised.

The young people reject the old languages so firmly that one wonders what will become of KIKU, the Honolulu television station that broadcasts entirely in Japanese, once the present adult generation is dead.

The problem of standards that Hawaii's educators are beginning to attack now is the sad result of nearly 20 years of compromise. Even before Hawaii achieved statehood in 1959, the Democratic party and the Japanese-Americans made an alliance that still controls Hawaii politics. One result was the movement of the Japanese into the bureaucracy and particularly the educational system in the 1950s. This was encouraged by state and federal programmes of non-discrimination, which were far ahead of private U.S. industry.

In the educational system, one specific problem was the elevation to teaching posts of educated Japanese-Americans, who still did not speak or write standard English. The cultural atmosphere of the home was not greatly remedied by educators, who were so unsure of themselves as to make constant compromise.

Thus ninth grade Hawaii pupils (as determined by Elaine Kona in a thesis in 1972) write and say such as the following:

I got dog = I have a dog.
I one student = I am a student.
The guy my uncle = He is my uncle.

I went and help my mother = I went to help my mother.

Take all night for get home = It took me all night to get home.

In spite of such studies as Ms Kono's and serious efforts by some educators, little progress has been made in the management of standard English. Some students, particularly those who come from the mainland, speak standard English. Should those pupils get all the honours and opportunities?

Long ago Hawaii's state educators invented such devices as granting credit for effort, good attendance, and cooperative behaviour. If a student could not write a passing report, he was often allowed to give it orally even at the 12th grade level.

At the university level, Hawaii's standards in most areas would be unacceptable at any mainland American college or almost anywhere else.

Now Superintendent Clark has called on Hawaii to "bite the bullet" and raise educational standards of the state. It will be no easy job. His first proposal is to establish three levels of high school diplomas. First would come an honours diploma, which would represent a mastery of essentials, completion of two credits of advanced placement work, and position in the top five per cent of the class.

Second would be a standard certificate, which would represent minimum competency.

Third would be an "individually prescribed" certificate, which would let non-students out of school, listing the minimum competency standards actually achieved.

The most important aspect of this change is the renewed responsibility it places on teachers, and the renewed ability of educators under such a system to set proper standards for excellence, which has been virtually impossible until now.

The programme is going to take some time, and a large amount of money. But it is the best sign of progress in Hawaii's educational system since the Rev. Hiram Bingham of Massachusetts wrote the first Hawaiian-English dictionary about 150 years ago.

LETTERS

Warnock: the road America has taken

Sir,—The Warnock report and the controversies surrounding Linden Lodge bring into focus the rights of children and their parents in respect of special education.

Americans have been wrestling with this question for some time and in framing recent legislation, The Education for All Handicapped Children Act 1975, have offered a model of participation from the beginning. For example, the Office of Education convened a national writing group of 170 people (parents, teachers and administrators) to produce concept papers for development in writing the regulations. The content of these papers was subsequently reflected in the drafting of Public Law 94-142, the Act which seeks to guarantee the availability of a free appropriate public education to more than eight million handicapped children in the United States today. As well as the normal range of physical disabilities the term "handicapped" includes the seriously emotionally disturbed and those with specific learning difficulties, embracing an age range from three to 21 years.

The Act guarantees parental involvement at every stage of a recommendation for special education: the use of testing and evaluation materials and procedures which are in no way racially or culturally discriminating; an evaluation made by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability; the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency; the development of an individualized education programme for each child receiving special education, which must be updated annually; and the right to impartial due process hearing in cases of dispute.

Additionally, parents are entitled to inspect and review any educational records relating to their children and to challenge any information thought to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the child. Parents must also receive a letter prior to any change of placement or evaluation of a child, and this must be written in the parents' native language.

On the issue of integration the law states unequivocably that children should be educated in the "least restrictive environment". It says that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, should be educated with children who are not handicapped: and that special classes, separate schooling or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The provisions of Public Law 94-142 are being brought into operation in three stages, the second on September 1. The Act is closely linked with Section 504 of the Rehabilitation Act of 1973, a civil rights action, and it is already being regarded by parents and practitioners as one with revolutionary potential. The sharpness of its teeth has yet to be tested but one thing is certain. It will provide lawyers with an enriched living for several years.

LEONARD F. DAVIS,
Lecturer in social work,
Department of Government,
Brunel University.



On the question of educating handicapped children with children who are not handicapped the law is unequivocable.

Digging out the dichotomy

Sir,—We were surprised to read Mr Corbishley's comments in his letter, "A bridge dug with care" (August 4), as in the debate following the CBA Regional Conference in York, at which all three of us spoke, the general feeling that emerged was that most of the teachers attending did not feel that there was sufficient guidance given to attempts at incorporating archaeology into the timetable and would have liked further assistance. This feeling was more than borne out by the requests for some ideas and help made to ourselves.

We are even more surprised that Mr Corbishley still maintains that archaeology must be introduced into schools as a separate discipline and not as a "hand maiden" (his own word) to related subjects. This causes us bewilderment on two grounds, the first being the obvious logistical one that the days of financing the adoption of new and, at the moment, minority subjects on the timetable, with all the extra resources and teachers that this implies, are over. For this reason alone the development of archaeology in education foreseen by Mr Corbishley must be a slow one.

The second reason is, on educational grounds at least, far more damning—if it is to be a discipline on its own then it will, we suggest, be restricted to those who take it as a subject at O or A level, which is a very small minority.

Finally, most teachers express an interest in the use of archaeology, as will be probably historians, geographers or social scientists who seek to enhance their subjects through incorporating archaeological evidence into it. As has been seen how successful this can be, we feel that it must be the biggest growth area for archaeology into schools, involving as it will a far higher percentage of children and teachers. Most important of all, it does not neglect the average child in a comprehensive school who will become fired and engrossed by the immediacy of archaeology.

We submit, therefore, that Mr Corbishley's letter serves to compound our statement that "there is a dichotomy between the outlook of professional archaeologists and the needs of teachers" rather than to repel it.

NICHOLAS BROWN and DAVID FLOYD
36 Primley Park Drive,
Alwoodley,
Leeds 17.

Smokescreen

Sir,—Fred Jarvis (July 28) is less than candid about the NUT's official views on corporal punishment: the union was saying (on the basis of no real evidence) that the practice was "dying out" in 1936. While his union's spokesmen may not advocate the use of cane with the same glee as Terry Casey and colleagues in the NAS (one of Mr Casey's more endearing quotes—in 1974—was "The swish of the cane may be one of the essential sounds in a sound education"), they do continue sadly to defend the right of teachers to decide whether or not to use the sanction—a rather transparent smokescreen defence.

It is certainly the view of members of the TUC Education Committee (who without the teacher union representatives are unanimously pro-abolition) that the NUT has effectively put off any public statement for months.

Fred Jarvis sidesteps the issue of confidentiality of school records completely: readers may like to know that after five months, the union has finally replied to a request by the parent organizations for a meeting to discuss the issue: "You have already been sent documentation on the union's policy on school records and the executive did not consider that there was anything to be gained from a meeting to discuss the subject further. It was, therefore, agreed to decline your invitation."

PETER NIZWELL,
Director,
Advisory Centre for Education,
18 Victoria Park Square,
Bethnal Green, London.

Ways to make the future work

Sir,—Your report "When the chips are down", July 28, rightly raised the spectre of potential mass unemployment arising from the increasing rate of technological change. An improved educational system, while helpful to the country in international terms, would not necessarily help individuals since the more who would still be relatively more able when competing for available jobs within the economy.

There are, in my view, four possibilities. The country must see full behind in the technological revolution since the well-being of all its citizens depends upon its competitiveness. Increasing investment is therefore required both in capital and in human ability. The demand of talented pupils for resources is merely the derived future demand of the economy and this demand must be met even if it is unfair in the short run.

The Youth Opportunities Programme currently offers a valuable service for the initially unemployed and this should be developed as circumstances demand.

Existing retraining facilities are lamentable in comparison with those existing in other countries. This service should be expanded both in the technical colleges and the skill centres.

The wide and varying pattern of unemployment throughout the country leads me to suppose that, ultimately, the local authorities will be best able to deal with their particular difficulties, possibly by offering genuine yet, in effect, subsidized employment in the wide range of public services they administer.

Of course, it will cost a great deal but the alternative cost may be that of social and political revolution.

J. E. HILLIDGE,
13a Mill Hill Road,
Cowes,
Isle of Wight.

Porridge?

Sir,—The first year of a teacher's service can often be a traumatic experience, not always helped by the feeling of insecurity suggested by such terms as "probationary year", "probationary teacher" and "probation", terms which always bring to my mind shades of Ronnie Barker and his TV prison series *Porridge*.

I thing it would be more helpful if the DES introduced a new term, for example, "initial service", to cover the first year of any new teacher's career. It would certainly be a less intimidating label and the basic requirement, i.e., that of ensuring a good level of entry to the profession, would remain the same.

G. DUDGEON,
Headmaster,
St Joseph's RC Junior and Infant School,
Station Road,
King's Norton,
Birmingham.

Forgotten in Cleckleywyke

Sir,—There is no way in which J. B. Priestley could have cobbled the word "Cleckleywyke" from the Yorkshire towns fisted and it seems strange that Bert Lodge ("Bailey, the angry auntie", August 11) should have omitted Cleckheaton—the most important town in the area—and Wyke from his list.

It could be, of course, that he knows less about the area than he does about the stand being made by Cleckheaton's satellite towns—Heckmondwike, Batley, Liversedge, etc—against going comprehensive but the order in which he mentions the towns in his list makes me suspect that he was probably born in Heckmondwike.

J. B. Priestley with Cleckley-wyke and Wilfred Pickles with "Cleckheckmondsedge" both got this order of priority right.

J. B. ELLIOTT,
43 Inkerman Drive,
High Wycombe, Bucks.

If in doubt, try it little by little

Sir,—You are right in your front page article of July 28 "Mixed ability missiles" to advise caution in reading the HMIs' report on mixed ability teaching.

It seems that the most fundamental question is not asked: that is "Which form of academic organization is in the long run likely to benefit the pupils most—mixed ability or streaming?"

The HMIs in Matters for Discussion, *Ten Good Schools*, stated (page 19, para two) "Schools are alive to the dangers of labelling children, and in no school in the survey is the academic organization based on streaming".

If mixed ability teaching is a common factor in these schools, what price the HMIs' rather pathetic attitude interpreted by you as "If in doubt—don't"?

I would advise the contrary. Try it on a limited scale with eyes and ears open and monitor achievement. There are many colleagues who will help and advise you—ask your local authority or HMI.

S. G. RICHARDS,
Headmaster,
William Brookes School,
Much Wenlock,
Salop.

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Scale that would bring balance

Sir,—I read with interest the article "Private lessons" (August 4), and I agree that we as teachers are once again destined to enjoy an honourable place among the casualties" in the pay award jungle.

Surely the time has come for a complete review of the pay structures of teachers? The number of glaring anomalies in this area would not be tolerated for one minute on the factory shop floor.

My own case is just one example. I am a three-year trained teacher and qualified in 1970. Since then I have worked for and obtained an external BA degree and I have also gained several additional teaching qualifications by examination.

I was placed on a Scale 2 in 1972 and I have remained there ever since — probably reducing my chances for a deputy headship—having made 30 unsuccessful applications.

I work in a junior high school (Group 4) and there are 16 full-time teachers including myself, five of whom are in Scale 3 posts.

Upon enquiring from the headmaster about a scale 3 post for me, he informed me that as an art/craft teacher I had no chance, these posts going to the heads of English and maths in junior high schools—I am called head of the art department by the way.

He admitted that I worked hard and deserved a scale 3 post but said that his "hands were tied" and that several teachers on scale one would have priority when posts became available, the latter which is fair enough.

My point is that the present arrangement is grossly unfair not only to me but to those aspiring to scale two posts.

The fact that three teachers, apart from the heads of English and maths, are in scale 3 posts and include woodwork, PE and the "senior mistress in charge of girls' welfare" contradicts what he says, and I suspect that it is yet another case of "if the face fits".

I believe it should not be left to the discretion of a headteacher as to whether or not a teacher gets a scale post because it seems that the post a teacher holds has far greater implications in the job marker than is generally realized, apart from the monetary aspect.

A more equitable way which would lessen the responsibility of the head teacher and also eradicate much staff discontent, would be to have all teachers on a fixed and automatic self promoting scale throughout their careers.

Upon qualifying the teacher would be on a "probationary Scale 1" for his first and second years, automatically going on to Scale 2 for his third and fourth years. Years five and six of service would be on Scale 3. After this heads of departments would qualify for Scale 4 to their maximum, and beyond that would be deputy and head teacher scales of pay.

The maximum of Scale 3 then would be the upper limit to which any class teacher could aspire, apart from increments and allowances and any further local allowances applicable. Any further increases would depend upon the ambition of the teacher aspiring to deputy head, etc, but the maximum of Scale 3 would be sufficient to offer a class teacher a good standard of living commensurate with professional status throughout his career.

At present I am a well-qualified graduate teacher and yet another teacher with only basic qualifications but on a maximum Scale 3 can earn far more than myself.

I would be interested to hear your comment because I am sure that I speak for many scholens at the bottom of the pile.

D. D. CRANSWICK,
236 Bricknell Avenue, Hull.

Teachers and the Taylor report

Freedom, not paranoia

Sir,—May I refer to the article by Mr Peter Newell, director of the Advisory Centre for Education, "Sheep, goats and governors" (July 7).

Mr Newell accuses The National Association of Head Teachers of adopting defensive and at times paranoic attitudes of professional authority in its commentary on the Taylor report. Unfortunately Mr Newell has confused "authority" with "independence". The NAHT commentary in no way seeks to mindlessly defend the authority of heads but it does seek to defend the very necessary independence of action which heads and their staffs must be allowed to enjoy at a time when "regimentation" seems to be the rage. In this respect my members are more than prepared to be accountable to their governors and local education authorities for the actions they take.

Mr Newell claims to speak for the "consumers" in education, by which he of course means the parents. In fact I doubt very much whether he speaks for anything like the majority of parents, who have exhibited the desire to become involved in the administration of the schools to the extent encouraged by the Taylor report. In particular I refer to chapter 6 on the curriculum and chapter 7 on finance.

Mr Newell should also be aware of the fact that many governors and managers throughout the country have also rejected the idea that they should become involved in these matters to the extent suggested by the report. They want to be kept closely informed but they do not want to exercise the type of control over the head and staff or indeed the officers of the local education authority, which is encouraged by the report.

The issues of corporal punishment, school dress and confidential records have nothing to do with Taylor which deals with more fundamental matters to which my association has given great attention in a very detailed commentary. I should add that we have responded positively to a number of recommendations which we thought sensible.

The views of the NAHT are very much in line with the views of the vast majority of its members. I beg to suggest that if Mr Newell spoke to the people for whom he describes himself as a spokesman, he would find that they are not very interested in progressing towards the rather meaningless concept of "open flexible participatory educational institutions" but a good deal more interested in the vital areas of standards and parental choice.

D. M. HART,
General Secretary,
National Association of Head Teachers.

The teacher and the Inland Revenue: a test case

Sir,—I am bringing a test case before the general commissioners of the Inland Revenue in connection with expenses incurred for a room in home used wholly, exclusively and necessarily for professional duties. This case will be heard on September 6 at the Shire Hall in Hertford.

My case, that one's home is necessary, is of course supported by the findings of the National Foundation for Educational Research in its report—*The Secondary Teacher's Day*—published in February.

The Inland Revenue case is:

(1) That all teachers' duties are capable of being performed over the year to the satisfaction of the contract in the hours when a school is open.

(2) That teachers' duties do not extend beyond the school premises.

(3) That the use of one's home is not a necessity for work such as preparation and marking, since full facilities are provided by the employer.

(4) That opinions of other holders of the office (one assumes other heads of biology departments) are irrelevant when discussing these issues.

(5) That because no claims have been lodged in connection with the use of one's home for professional duties, it follows that I have no case.

(6) That the use of a home is purely due to the personal circumstances of a teacher.

(7) That there is such a thing as "contractual hours".

(8) That there is such a thing as "contractual duties".

(9) That maintaining the authoritative position by study is not part of the duties of a teacher.

(10) That work which puts one in a position to do a better job is not part of the duties of a teacher.

I personally disagree with all 10 of these propositions, outlined in letters to me from the Inland Revenue. However I would appreciate all comments.

R. C. HARRISON,
167 Herouswood Road,
Welwyn Garden City,
Herts.

Cooperation takes two, Mr Jarvis

Sir,—I feel I must write on behalf of the Confederation for the Advancement of State Education in support of Mr Newell's article ("Sheep, goats and governors", July 7) which was so unreasonably criticized by Mr Jarvis of the NUT ("Oil, troubled waters and the NUT", July 28.) The main point I understood of Mr Newell's article was that the opinion officially expressed by the NUT leadership is that of the head teachers rather than the classroom teachers and that if the union allowed classroom teachers to express their opinion on the implementation of Taylor the result might be different. We are all aware that a committee was set up to look at the question but we do need to know how that committee was comprised and how many classroom (i.e. those that spend at least three quarters of their time in the classroom) teachers were on it and how they were selected. I am a teacher and a member of the NUT and I have never been asked, nor do I know of anyone that has been consulted.

When it comes to "Save Our School" campaigns the NUT is very quick to call upon parents and parents' organizations and very often we are very keen to cooperate, but it does appear that all the cooperation is getting a trifle one-sided.

PETER NORWOOD,
National Chairman,
Confederation for the Advancement of State Education.



Common sense vote on bilingualism

Sir,—It is a pity that Mr Ned Thomas ("Bilingualism; the Yugoslav dimension, August 4) should have devoted most of his letter to the reassertion of the by now familiar arguments against linguistically streamed schools. In presenting these arguments Mr Thomas has incidentally almost entirely overlooked the fact that one of the problems and drawbacks he assigned exclusively to linguistically streamed schools are shared by officially designated bilingual schools. He must, surely, be aware that there is great parental concern over "not enough Welsh" and "too much Welsh" in officially designated bilingual schools.

He must also be aware that administration and organizational difficulties caused by disparate numbers taking optional English or Welsh-medium subjects "loners" wanting to do subjects through English or Welsh, transference from Welsh and English streams at various stages in the secondary courses by provision of viable courses in both languages in small schools, and by "unrealistic staff-pupil levels", are problems common to both organizational patterns.

He must also surely be aware that even in the officially designated bilingual schools have the advantage of offering a wider range of subjects through the medium of Welsh, the number of pupils opting for these subjects — judging from WJEC statistics—remains relatively few.

The other basic weakness in Mr Thomas's argument is the absence of any real evidence in support of the claim that officially designated bilingual schools, compared with linguistically streamed schools, are more successful at turning out fully bilingual, socially well-integrated pupils.

Are they? Do officially designated bilingual schools really succeed in turning English first language 11-year-olds into fully bilingual 16-year-olds? What success are they achieving in the promotion of Welsh as the medium of instruction in an increasing number of subjects and as the language used in external examinations? How do they achieve "an essentially Welsh atmosphere", despite a growing imbalance of first language English pupils? What are the social effects of being educated in an "essentially Welsh atmosphere"?

Until these—and many other—questions are answered by an officially appointed, independently monitored Government inquiry, politicians, at local and national level, have to rely on the kind of subjective "conclusions" voiced in Mr Thomas's letter—based on visits made to both types of schools "some three years ago".

Not only have these three years provided more data for appraisal but they have, in addition, been marked by a significant change in emphasis, from the establishment of officially designated "area" bilingual schools in Anglicized parts of Wales to the establishment of separate linguistically selective "neighbourhood" schools in linguistically mixed areas. This change of emphasis, more than anything else, has accentuated public concern.

Significantly, when parents have been consulted—as they were in the Presell area of Dyfed—a substantial majority decided that "the linguistic and social needs of the community" were best served by the maintenance of the existing linguistically streamed comprehensive school. Their rejection of a dual system of separate schools was a triumph of common sense. Socialist parents in the Presell area—without any guidance from Yugoslavia—would have had no difficulty in making their choice.

E. M. ROBERTS,
Head of English,
Upper Friars School,
Bangor,
Wales.

Where the idiocy really lies . . .

Sir,—It is not the law which is "an ass and an idiot" (August 4) but people like Lord Denning who consider that using those abilities possessed by people as human beings is trying to be male. Merely because an occupation or a sport has been appropriated by one sex for a long time does not mean that the other sex is incapable of performing the required actions. Quite often, as has been found time and time again, it is lack of opportunity or denial of ability that is the cause of the non-participation of one sex in an occupation traditionally regarded as belonging solely to the other. Thus men are held by many to be incapable of looking after young children and women are held to be incapable of playing football. Theresa Bennett should not be made to feel ashamed of being a girl because of preconceived ideas of where her abilities lie. Freud was not the only one to mistake penis envy (what unwarrantable egotism) for the desire to be accepted as a human being on one's own individual merits.

M. J. DAVIES,
46b Bartholomew Road,
London NW5.



Theresa Bennett: only human to want to use her abilities.

First steps in finding your poet

Sir,—I was very pleased to note your recent coverage of the schemes to introduce writers and poets in schools with articles by Jan Mark and Jon Silkin (July 14). However, I do consider that the interests of pupils, teachers and writers would have been better served if some information about the schemes could have been provided, and so, in default, I am doing this now.

The Arts Council of Great Britain (105 Piccadilly, London W1) operates a national scheme supplemented by regional schemes run by the Eastern Arts Association (address below), West Midlands Arts (Lloyds Bank Chambers, Market Street, Stafford) and Yorkshire Arts (Glyde House, Glyde gate, Bradford). In addition, Greater London Arts offers fellowships in schools; its address is 25-31 Tavistock Place, London WC1H 9SF. The Poetry Society (21 Earls Court Square, London SW5) offers "Poets in Schools" funded by W. H. Smith. Other schemes are operated by the Scottish Arts Council (19 Charlotte Square, Edinburgh) and the Welsh Arts Council (Museum Place, Cardiff) which works with the three Welsh Arts Associations.

Interested teachers and college and university lecturers should contact the respective organizations in writing. In most cases descriptive booklets listing writers will be provided.

IRENE MACDONALD,
Literature Officer,
Eastern Arts Association,
30 Station Road,
Cambridge CB1 2JH.

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Children in a government school in Cairo, where the teaching medium is Arabic.

Photo Sister

For richer for poorer

Mary Neville records

her impressions of Egypt's

gradual move

towards compulsory schooling

Egypt has a long tradition of education of the European type, and her university graduates, with good degrees, are the equal of graduates from our own universities. But the population of Egypt is of the order of 40 million, and the *fellahin* still form a large proportion. What can such terms as "education for all" mean with reference to the rural areas, and to education in cities such as Cairo and Alexandria?

The answers would require a deep knowledge of the country and a long study. I have only a slight experience gained during a short visit to Cairo and Upper Egypt. During that time I was attached to a university in Cairo, and I managed to visit schools.

The first of these was at Aswan, where the Nile still shows the constraints of the First Cataract. Instead of a placid wide river with sandy banks, it has quite rocky margins in places and, like by Aswan, there are several islands. We took a ferry from Aswan to the Nubian village of West Aswan, on the banks of the Nile and opposite the town.

Even this short trip by *felucca* seemed to take us centuries away in time and culture. Actually, we were lucky perhaps that our trip was short, as another traveller on the ferry complained bitterly that the boat had no motor, and mentioned the times when he had sat for a couple of hours becalmed in the middle of the Nile.

The village of West Aswan has no roads for motor vehicles, but there is a complex of alleys and paths leading through the sand and in among the houses and through the fields which border the Nile. Here the farmers still use the *shadoof* (the hand operated lever with a bucket on one end and a weight on the other) and the *sakia* (a water wheel turned by a blindfold buffalo) to irrigate their fields.

The women, practically all dressed in black, squat outside their houses, smiling as we pass and looking indulgently at their children, who run after us shouting for "stylo" "bonbon", and, more predictably, "bakshish". But some of the children were in school.

This was a building of mud bricks like all the other buildings of the village; the school that we saw was only for the youngest children. In the first class of six-year-olds there were about 45 children who had entered school for the first time in October. They sat quietly in their uniforms of khaki overalls, looking clean and tidy, the girls all together on one side, the boys on the other.

In charge was a young man who spoke some English, and could show us the children's work. These children spoke Nubian at home and in the "playground", but of course they were learning to read and write Arabic. They seemed to have made great progress in their first two months, because they all had already reached page 47 of their reading books.

The text became very complex after only a few pages. The writing, or copying, appeared to my uncritical eye to be excellent and, indeed, it seemed as though a great deal of the first-school time was taken up by this activity.

An incongruous note in this class of very dark children was struck by the main characters in the reading book—all very pale and with a mother with slightly wavy blonde hair. Their activities and life-style, judging from the pictures, were far removed from those of a village by the Nile.

The second class of seven-year-olds were, of course, further along the educational route, and were busy with what looked to me like hard arithmetic. I can recognise the modern Arabic numerals; the children appeared to me to be working with hundreds, tens and units by the end of the first year.

Our visit caused a stir but, as we left, the children were given a break, when they took from the baskets in one corner of the entrance a flat round cake of maize flour which takes the place of bread. As they sat working away in the dark bare classroom, the other children, who seemed to have eschewed school and still had hopes of *bakshish*, were hovering outside waiting for our return.

A contrast between a village and a Cairo school would be too great. Somewhere in between lie the schools of El Kharga, the large oasis situated to the west of the Nile and some 600 kilometres south of Cairo. This very old settlement has recently been further developed for various agricultural projects, and large numbers of townspeople have come there seeking work.

Near the crooked main street of sand, lined by low mud brick houses, and the square, shaded by huge old palms, rise the row of concrete apartment blocks, each surrounded by a waste of dirty sand, and processing unadopted and unshaded along the new dual carriage-way that leads through the settlement along the edge of the desert.

It is interesting to stand at the main crossroads of the town at about 7.30 am as all the children are walking to school. These are the children of the newcomers to Kharga. They are clean and neat, dressed in uniform of a simple kind such as a khaki overall or navy trousers and matching tunic. All carry exercise books and look happy and well-fed, as they go by in droves to their spartan classrooms, and the many formal lessons that await them.

Through and round them circle some of the older children of the indigenous inhabitants. They shout greetings to their friends or ride by at a great rate, bouncing on the rump of a donkey on their way to work in the fields. Does the boy on the donkey, or the one in neat trousers and a white shirt with his talisman of two or three exercise books, have the more realistic attitude to that great-press word, Education?

El Khurga is a bridge between rural and city life, and the regiments of new school children prepare us for a government secondary school for girls in a select suburb of Cairo. Apart from the fact that I am given a cup of Turkish coffee when I arrive, I might be in any English one-time direct-grant school. Here are the same navy gym tunics or skirts; the school building, once an elegant private villa, has marble stairs, is reminiscent of some old English schools. Even the functional teaching block flung up in the back garden has a familiar look.

But certain physical factors do remind us that this is, after all, Cairo. The new classrooms are dark with small windows on only one wall of the room. There are light sockets but, alas, no light bulbs so that, even at noon, a general gloom prevails.

There is also the ever present problem of lavatories. Why, in such genteel surroundings, did the headmistress feel it necessary to padlock her own private wash room? Once penetrated, this revealed a bath, a bidet, and a wash basin, all of immense size and all out of order. By a lucky chance the lavatory was functional.

The classes were large, between 40 and 50, but well behaved. In the English classes the standard of work seemed high. This was particularly noticeable in the senior class, taught by a gifted teacher, where it was obvious that not only the teacher but many of the pupils also were thinking in English, and were able to read, for example, the simplified version of A. J. Cronin's *The Citadel* with considerable ease.

Of course they had had six years of English teaching; even so, they appeared to have a good grasp of the language, although their pronunciation was strongly Egyptian-English. The chapters of *The Citadel*, concerning Wales seemed also to put some unnecessary obstacles in the way of oral English. Even the teacher had hard time with Llewellyn and Owen, and the "l" of Griffiths presented quite a problem.

Cronin would, no doubt, have been pleasantly surprised by the minute analysis of the actions and motives of his characters, and perhaps charmed by the idea of 40 or 50 girls in Cairo all seriously considering their homework question: "What made Andrew Manson consider himself a failure?".

The younger girls did not tackle a long story, but worked from a series of short excerpts and poems and specially written short stories, all contained in their textbook *Studying Living English*. Each of the stories was followed by comprehension questions closely tied to the text. Some of these seemed to be couched in stilted language, as in a story about the emancipation of women in Egypt: ("From what should women be freed?" or "How did he find Egypt (i.e. what was the condition of Egypt) when he returned?".

The lessons, following the book exactly, were of a rigid and formal pattern. Thus, the pupils could easily prepare for the teacher's questions and, even though the whole lesson was conducted in English, it followed a predictable course; there was no free conversation or discussion occurred.

But the girls were alert, confident and clearly bound for various forms of higher education. As one of the teachers honestly said to her class in discussing the meaning of the word poverty: "No one in this school has experienced poverty".

The universities are crowded with hopeful students. All who pass their matriculation are entitled to attend university although for courses such as medicine or engineering which lead to good jobs of high status, entry is restricted to those students with the highest marks. This still means that in such courses as many as 500 students will attend lectures.

If a lecture begins at 8.30 a.m., the students begin to arrive at about 7.30 a.m. in order to get a seat near the front of the hall. Although the lecturer uses a microphone, he or she is obviously a remote figure to the latecomers in the back row, and some words of priceless wisdom may easily be lost. Seeing the blackboard or slides produces further problems, and some students take photographs of the blackboard after the lecture.

With such huge numbers, the end products of a university education are bound to be variable. The professors readily admit deep concern over standards although of courses, a small number of excellent students do each year gain a degree with distinction. Postgraduate work does more closely approach our own senior undergraduate courses but, from what I could judge, the standard here, too, is variable.

Of course, Egypt needs a literate population to operate effectively in a world context. The desk clerk in Egypt Air, in contral Cairo, really does need to be able to operate the computer terminal and read the international timetable. It is awkward if, as I have witnessed, his clients have to assist him in these tasks. But universal education does not solve this problem.

To begin with, it is not universal yet, and it seemed to me that many of the teachers had such a prescriptive approach to their work that they could not hope to give the varied and enriched teaching necessary to compensate to even a small degree for the huge educational disadvantages of the rural population and of many of the poorer town dwellers — even when Arabic is their native tongue.

Yet, when children do pass, more or less successfully, through the system even as far as university, the jobs they feel they are fitted to take up may not exist. The government gives employment to all graduates, but salaries are extremely low and the government offices are clearly overmanned. In one that I visited two (girl) clerks continued placidly to knit while the third dealt with my problem.

Egypt still has a primitive agricultural society, to a large extent uneducated, or poorly educated, and at the same time increasing numbers of better educated children, many even with university education, who would consider agricultural or any type of labouring work beneath them. But the country is not yet sufficiently industrialized or rich enough to support them in white-collar jobs.

At the top there are those whose highly educated parents hold good jobs and who, by the type of education that they can buy or obtain through influence for their children, are ensuring that these children will be the most successful Egyptians of the next generation.

Egyptians of the educated class are a highly sophisticated people. They know as well as we do that compulsory education does not mean so very much. What does matter is, after all, the quality of that education, and the background to it which the home provides.

Mary Neville lectures in the School of Education, University of Leeds.



Small-group work in the Maadi School outside Cairo, where children are taught English and Arabic from the beginning.

'I want this room to glow'

What help can an

internationally known artist

be to children who

have no commitment to art?

Pamela Cooley reports on

a particularly intensive day's

work for secondary

pupils in Kingston-on-Thames

"A colour is like a note in music", said Terry Frost, "colour is like poetry. Marvellous! It's everywhere, all around you! Exciting!"

The class—24 boys and girls ranging from first years to sixth-formers from eight secondary schools in the outer London borough of Kingston—was attentive, interested and a bit wary in the face of all this adult enthusiasm.

They had come together at the invitation of Carwyn Rogers, head of art at the Richard Challoner School, New Malden, to take part in a one-day "Artist in Schools" project on the theme "Colour in Painting". Their day started with part of a film, made by the BBC *Omnibus* team, that was an excellent introduction to Terry Frost and his work.

The class knew that he had begun to paint when a prisoner of war, and that he now lives a gregarious and contented life in Cornwall, where he finds in the coast and countryside inspiration for the paintings that have established his international reputation. They had seen how from rocks and clouds, the patterns of the sea, masts and hulls of fishing boats (even from a row of washing on a line), he abstracts strong, simple shapes to hold his vibrant colours.

"Right", said Terry Frost suddenly, "that's enough talking from me. Let's get down to some work."

The task he set them seemed simple enough. Using colours from a new range of water-based educational paints, each pupil was asked to mix a strong primary yellow and entirely cover a large sheet of white paper. They had then to paint two more sheets, one with a yellow on the "cool" side of the primary colour, and one on the "warm" side, repeating the process with red and then blue as the primary colour. Finally, they were asked to mix yellow, red and blue to produce black.

Blending colours soon proved to need more consideration, time and effort than some of the class had supposed. Terry Frost moved among them, pulling streaky lime greens and shrieking magentas back into line, advising, commenting and encouraging. His infectious enthusiasm and involvement spread to everyone. "I want this room to glow!", he said; and gradually, with the assistance of Hilary Poole, the assistant art teacher, every available area of wall space and the corridor outside was vibrant with colour.

Bringing artists into schools is not a new idea. Several regional arts associations, coordinated by the Arts Council and with the cooperation of local education authorities, have had a scheme on trial for some time, albeit seriously threatened by financial cutbacks. Carwyn Rogers maintains, however, that the Richard Challoner project differs significantly from others, both in concept and operation.

Elsewhere, artists have stayed in selected schools and colleges for a whole week, one of the conditions being that they should be able to pursue their own work while being available for questioning and discussion; whereas Terry Frost came to Richard Challoner for only one day's intensive teaching.

Apart, perhaps, from the one or two A level students present, none of the very mixed ability group had any future commitment to art. Carwyn Rogers thought that once they left school most of them would probably never pick up a paint brush again. The concentrated approach of one day's "saturation" teaching was necessary, he felt, for part at least of the artist's message to stick, to give the children a fresh impetus for their own work and, more importantly, a new basis from which to approach modern painting.

He believes that much of the controversy and public bewilderment surrounding the various phenomena presented under the umbrella of art could be avoided if people were familiar with its intentions and processes at an earlier stage. In art colleges and universities prominent artists often teach and demonstrate their skills, but by limiting this luxury to future artists the gap between art and the public is merely widened. Carwyn Rogers feels such teaching should and could be made available to the secondary and, indeed, primary sectors.

By lunchtime the class and Terry Frost were weary—but satisfied. In the afternoon he asked them to construct a short column from one white or coloured sheet of paper. Using the sheets they had painted, and always with the emphasis on colour effects and harmonies, they were free to cut out, staple or stick on, inlay or overlap coloured shapes onto the column, incorporating their own initials as the main feature of the design.

While they worked Terry Frost went to answer questions from two other classes who had seen the film, but could not take part in the project. He was asked "What is form, Sir?". "You said in the film that you wanted to paint a colour without a shape. How?". "Why don't you paint faces?". Can you paint faces?". When he returned to the project group, each pupil had under construction what looked like a short section of a brilliant totem pole.

Later, Terry Frost talked to each pupil about his or her work. He discussed the colours, asked why they had been selected in particular combinations and shapes. He explored the effects these permutations produced, and how they might be modified or extended and used in future work. With gentle scorn he pointed out the limitations of finicky decorations that had little to do with an awareness of colour.

With some pupils he had a rapport often difficult in normal circumstances for the class teacher to achieve. He was able to recognize that work, although appearing to depart wildly from the original instructions, nevertheless had a valid artistic expression of ideas. At the end of an eight-hour day everyone was extremely tired—but none seemed anxious to go home.

Carwyn Rogers envisages the benefits of the project extending far beyond the small group of participants. The columns, he feels, were irrelevant as works of art, but important as manifestations of participation and discovery, working information the children would tell others about.

Already the experiment has had an effect in the classroom. Under the direction of two boys who took part in the project, Hilary Poole's remedial class have begun their own exploration of colour. She is confident of enough material and impetus for at least one term's work.

Reports have come in from other schools whose pupils shared the day, and returned eager to tell their fellows what they had learned.

But, says Carwyn Rogers, it was also an important day for the Richard Challoner school. Everyone was enlivened by the visit, and for a week after staff and pupils unconnected with the project filled him with questions about Terry Frost and his work. Modern art, he says, has taken on a new credibility.

The last word belongs to Terry Frost. Would he do it again? "Yes . . . in about 10 years' time! But, by God, today I've discovered reds that I didn't even know existed!"

What London sees tomorrow

Nicholas Wapshott previews the Edinburgh International Film Festival

While London can claim the most comprehensive selection of world cinema in its film festival, it is the Edinburgh International Film Festival, beginning its thirty-second year on Sunday, which provides the most stimulating event in the British cinematic calendar. Edinburgh has no competition, and little glitter and razzmatazz, but it has become a refreshing venue for new trends, hot films and talented young film-makers.

Edinburgh has consistently been ahead of the game: it is no exaggeration to say that the flavour set there in August becomes high fashion in London six months later. It was the first to introduce the new young German directors, the earliest to spot the buried talent of the American exploitation school, the most eager to encourage the growing number of female directors, the most adamant in its commitment to radical documentaries and the avant garde, and it even has the patience to tolerate the turgid, humourless semiologists.

It has also become the home for major retrospective studies of work by hitherto neglected directors. Men such as Raoul Walsh and Jacques Tourneur have been celebrated in the past, and this year the screens light up the career of Max Ophuls, the heavily romantic German director. His films (to be seen at the NFT next month) are best known for their intricate flashbacks, rich music and lush, long takes, and his wandering eye led him to work in Germany (*Liebelei*), France (*La Ronde*), Italy (*La Signora di Tutti*) and America (*Letter From an Unknown Woman*). Also to be screened is *Lola Montes* (now showing at the Camden Plaza), perhaps his most accomplished film and the last before his death in 1957.

The films of Alexander Mackendrick are also to be featured. He made his name directing Ealing comedies, such as *Whisky Galore*, *The Man in the White Suit* and *The Ladykillers* before a brief spell in Hollywood.

One of the charms of Edinburgh is that it always keeps up with old favourites. Martin Scorsese was granted a retrospective in 1975, and his latest film, *The Last Waltz* forms the opening gala. Others featured in previous years whose most recent films are to be shown include Brian De Palma (*The Fury*, with Kirk Douglas and John Cassevetes), Shuji Terayama (*The Boxer*), Uli Stockl (*A Woman and Her Responsibilities*), Jon Jost (*Chameleon*) and a documentary on Werner Herzog, directed by Christian Weisenborn.

Exploitation movies, those cheap pictures held together by sex and violence, are always to be found at Edinburgh, particularly those linked with Roger Corman, the director-turned-producer who runs the New World Stable and who gives young directors the chance to make their first features as long as they stick within a tight budget and implement a rigid formula of thrills and spills. *Corman: Hollywood's Wild Angel*, a documentary by Christian Blackwood, will be shown, as will be Jonathan Demme's *Citizen's Band*, Michael Miller's sequel to *Jackson County Jail*, *Outside Chance*, a "nightmare fantasy" called *Eraserhead*, and *The Foreigner*, billed as a "powerful New York punk movie".

The commitment of Lynda Myles, the festival's director, to the feminist cause is made manifest by *Rapunzel*, the first British feminist feature; *Reps*, a programme of documentaries; *The All-Round Reduced Personality*, from West Germany; and films directed by women, like Ulrike Ottinger's *Madame X*, about a pirate ship manned by women.

Ironically, at a time when television documentaries are meant to have usurped the role of their cinema counterparts, the constraints of impartiality imposed by the BBC and IBA give committed independent documentary makers a renewed purpose. The success of *Before Hindsight* and *Harlan County USA*, shown last year, is followed this year by some strongly opinionated views of Britain: *Blacks Britannica*, David Koff's notorious study of racism in Britain; *Punk in London*, a German view of the safety-pin cult; '36-'77, made by the Berwick Street Collective; and Roger Graef's more objective *Decision, British Communism*.

The most lively directors from West Germany are given prominence. A mixed bag includes *Junior Godard*, by Hellmuth Costard; *Reign of Naples*, Werner Schroeter's feature about life in a Neapolitan slum; *The Second Awakening of Christa Klages*, telling of political repression; and *Left Handed Woman*, directed by Peter Handke, who scripted *The Wrong Movement* and his own novel, *The Goalkeeper's Fear of the Penalty*, for Wim Wenders.

Other regular Edinburgh themes are pursued in a selection of films about homosexuality, including *Nighthawks*, strongly recommended by *Gay News*; two films by the Hongkong kung fu director, Allen Fong; 13 programmes of British avant garde films; and some British independent features, such as *Tattooed Tears*, the latest from Joan Churchill and Nick Broomfield, and *My Way Home*, the last part of Bill Douglas's trilogy about growing up in Scotland.

The Edinburgh programme consistently makes the point that the cinema is no longer the principal means of mass entertainment but a medium enjoyed by the young. The middle aged stay at home and watch television while their children go out to see the work of young directors at the cinema. Cartoon strip heroes backed by rock music have taken over from cowboys and romantic musicals.

Edinburgh also recognizes that a film is a relatively inexpensive medium to make which does not rely upon a state-subsidised network for distribution. The makers of films shown therefore tend to be political and on subjects which television plugs over or ignores. The documentaries may seem to be far too earnest, overlong, primitively made, but they pass on the passionate conviction and demonstrate the power of film to impress, persuade or provoke.

It is these committed films, above all, which cause the critics of the festival, with cries of "subversion", to long for Edinburgh to return to a more conventional programme. However, on a mean budget of £20,000 it would be wholly inappropriate for Edinburgh to mount the sort of event where national delegations show off their newest wares, parade their latest starlets and hope to carry off a prize or two.

It would also ignore the very real progress which Edinburgh annually achieves. It is a unique event in Britain in that it celebrates the common notions of international cinema in favour of a more rigorous appraisal of current cinema trends. A mark of the festival's success is the cooperation that directors give to it, very often bringing their own work to Edinburgh, staying until the end of the fortnight and making themselves available to the public.

It is most unlikely that anyone could fully appreciate the 120 films shown in five halls during the event, but anyone with an open mind can be prepared to have their preconceptions of what makes "good cinema" shaken a little.

Poet of the garden

John Russell Taylor on a new study of Andrew Marvell



Andrew Marvell, by an unknown artist

Andrew Marvell: His Life and Writings. By John Dixon Hunt. Paul Elek £8.95. 0 236 40124 6

It is curious that Andrew Marvell, famed above all in his own age as the composer of various topical satires in verse and (particularly) prose, then known to history as a patriot and politician, should finally have emerged in our own century as just about the most intensively studied lyrical poet of the seventeenth century. To begin with, when rediscovery of the Metaphysicals was the order of the day, he was easily outdistanced by his immediate predecessor, Donne (Donne died in 1631, Marvell was born in 1621). But since the 1920s Donne, while he is no less honoured and edited, seems no longer to be news, literarily speaking, while Marvell, with his curious blend of Metaphysical oddity and Jonsonian urbanity, apparently opens up to Pitt candidates and even (if the species may still be said to exist), people who just read poetry for pleasure, all sorts of new vistas, to charm with his sly humour even as he challenges us to new intricacies of exegesis.

He is, in other words, a puzzle and a mass of contradictions. Mr. Hunt builds the whole of his biographical-cum-critical study on the notion of contradiction. Contradictions of tone, contradictions of political sentiment, endless contradictions in what little we know of his private life. If certain artists make themselves into a work of art, Marvell would appear to have cultivated in the arrangement of his day-to-day, year-to-year affairs the same kind of fiddling, self-amused taste for paradoxical pattern-making which informs all his best poetry. Mr Hunt does not so much fail to make a neat, consistent sense of his subject's personality; he firmly refuses to do so. The point about Marvell the man, his opinions, is that he would not be pinned down, even by himself: he regarded the puzzles of his own personality as they would be, with a degree of rather abstract relish which certainly seems, rightly or wrongly, to communicate itself to the modern reader.

As will be gathered, he does make in many ways a rather nebulous subject for a biography. But it is only proper, in this tercentenary year of his death, that someone should try, and Mr Hunt's is far more than a game attempt. He seems to have made full use of much of the mass of critical writing about Marvell which has emerged in the last 20 years or so, though it is difficult to know how extensive has been his reading in the absence of a bibliography; however, what remains the best purely critical survey, J. B. Leishman's *The Art of Marvell's Poetry* (1966) is generously cited in the notes, together with the most accessible miscellany of essays, John Carey's Penguin critical anthology of 1969, and a few other special studies in learned journals.

All this is necessary to flesh out the skeleton of facts that we know about Marvell's birth, his travels, his career as a tutor with the Fairfaxes at Nun Appleton, his nearly 20 years as MP for Hull, and his romantic life (little enough about that: we do not even know for sure whether he was ever married to the woman who claimed to be his widow when publishing his *Miscellaneous Poems* in 1681). Mr Hunt's Marvell remains a mysterious figure; all his apparent contradictions are thrown into sharp relief, and the blame (or credit) for them is laid firmly at Marvell's own door. And there is a very evident bond of sympathy between Mr Hunt and his subject; whether or not he has persuaded the real Andrew Marvell to stand up and be recognized, he has at least conjured up a convincing shade whom he (and therefore we) can plausibly like a lot.

Mr Hunt, Pre-Raphaelite expert, seems unlikely casting as Marvell's biographer, so have only to remember that, judging from his published work, his other great passion is the garden. How could anyone fascinated by the idea of the garden fail to be fascinated by Marvell, poet par excellence of the garden, actual and ideal? Maybe Mr Hunt's portrait is a little on the ideal side, but as a working hypothesis of what the poet who created "To His Coy Mistress" and "Upon Nun Appleton House" (and the "Horatian Ode upon Cromwell's Return from Ireland") was really like it has its own credibility, its own warmth. And it sends us back with new enthusiasm to the poetry, which is finally what counts.

White man as burden

Frances Hill

Red Gold. The Conquest of the Brazilian Indians. By John Hemming. Macmillan £9.95. 333 12861 3.

A young Portuguese nobleman, on an expedition to India round the recently discovered Cape of Good Hope in 1500, was blown off course to an unknown land of mountains and forests. The account of his meeting with the natives of this country, at the start of *Red Gold*, is as gripping as any well-written fictional narrative. As soon as Pero Alvares Cabral's boat dropped anchor about 20 Indians, "dark and entirely naked, with nothing to cover their private parts", carrying bows and arrows, began to assemble on the shore. At a sign from a member of the Portuguese crew they dropped their weapons and, in return for a present of a four-cornered red hat and a linen conical cap, offered the white men a headdress of long feathers and a large string of small white beads like seed pearls.

This description is based on the eye-witness account of Pero vaz de Caminha, a chronicler of great skill and accuracy, who, luckily for posterity, sent back a long letter by ship to King Manoel I recounting Cabral's discovery of Brazil in intricate detail.

Cabral's expedition spent only nine days exploring the coastline before moving on towards India. But even in that short time there developed Portuguese attitudes to the natives and Indian reactions to the whites which were to determine much of the future relationship between European and red man. The Portuguese were both intrigued and shocked by the Indians' nakedness. They saw it, paradoxically, as a symbol both of simplicity and innocence and of moral debasement. *Almost* at once they began attempting to make the natives wear clothes and to convert them to the Catholic faith.

At the first Christian service to be held in Brazil, during that brief visit by Cabral and his sailors, the natives watched in fascination. During the sermon they blew horns and trumpets and "began to leap and dance for a while". The Indians were both impressionable and trusting and yet deeply, unalterably attached to their own tribal values and customs. They never stood a chance of making the adjustment to European ways which might have ensured their survival.

For a few years, as expeditions came and went, relations between natives and white men were friendly. But the coming of colonization led to warfare and the enslavement of Indians to work on the new sugar plantations. The "red gold" of the title was the native population itself, vital to the Portuguese for the felling of timber and the cultivation of sugar. At first the Indians worked willingly, in return for metal tools which, as Stone Age people, they prized highly. But hard daily labour was inimical to their traditionally relaxed way of life. It was also degrading, since it used none of their valued skills of hunting and tracking. When the natives refused to work for metal and cloth the colonialists began to enslave them, first taking only prisoners seized by one tribe from another who would otherwise have been slaughtered and eaten, but later making wholesale captures.

The rest of the story is one of near-genocide by massacre, the working to death of slaves, demoralization through "culture shock" leading to the failure to reproduce and by a series of dreadful diseases imported from Europe against which the Indians had no immunity. Whooping cough, influenza, measles, bubonic plague and smallpox followed each other in rapid succession, wiping out huge numbers of natives with each wave of infection. All this makes painful reading, since the author spares us none of the harrowing details.

The book's great strength—together with its narrative excellence and historical completeness—is its deep understanding of Indian values, customs and attitudes. John Hemming never romanticizes the innocence and simplicity which the first travellers observed in the Indians, and which had a profound impact on European philosophy and political theory. (They seemed to confirm the existence of the "noble savage" uncorrupted by civilization and eventually influenced, through Rousseau, the French and American revolutions.) The Tupi tribes on the coast waged war continually, for no better reason than the desire for revenge, and thoroughly relished the ritualistic eating of victims. The harmony observed among families living in cramped huts was maintained by strict unwritten laws as well as the desire for a quiet life. Yet the Indians' lifestyle, with its total lack of concern with material wealth, its enjoyment of conversation, singing and dancing, its sporadic bursts of tree-felling and hunting when necessary, cannot help but compare favourably with Portuguese ambition and greed. John Hemming's own experience of living among surviving Brazilian Indians, existing in much the same manner as in the sixteenth century, gives him a special understanding and appreciation of that lifestyle's attractions.

The Indians' innocence made them easy game for conversion to Christianity but their loyalty to their own beliefs and customs rendered such conversion short-lived and hollow. In his detailed account of the role played by the Jesuits in the development of the Brazilian colonies John Hemming makes clear that despite the Fathers' sincerity, courage and even heroism they unwittingly speeded the Indians' virtual extinction. When conversion "by love" proved as enduring as footprints on sand the Jesuits reverted to conversion by fear and coercion. They herded the Indians into "missions" where their culture was destroyed and they became easy prey for the rapacious colonialists. Yet the Jesuits' good intentions towards the Indians and their attempts to protect them aroused the suspicion and hatred of the Portuguese rulers. They were expelled from Brazil in the 1760s. This book ends at that date. Mr Hemming is writing a sequel to bring the Indians' history up to the present.

The author is always objective and fair in his treatment of the relations between white men and natives. Yet his own obvious deep sense of the tragedy of the Indians' fate adds a dimension of artistic as well as historical truth to this marvellous book.



Spaniards through Peruvian eyes—an illustration from "Letter to a King: A Picture-History of the Inca Civilization", translated and edited from the original of Huaman Poma by Christopher Dilke (Allen and Unwin, £10.50). This extraordinary book constitutes an eye-witness account of the Spanish conquest of 1532.

Florida fountains

Valerie Alderson

A World of Naturalists. By Joseph Kastner. John Murray £7.95. 7195 3452 G.

After the return of Columbus from his first voyage of discovery, European naturalists—gardeners, apothecaries, physicians and "collectors"—were quick to exploit the potential riches of the Americas. By the mid-seventeenth century, some, like the omnivorous London collector apothecary James Petiver, had set up their own private network of paid naturalists to send them regular batches of new specimens.

In *A World of Naturalists*, Mr Kastner shows how some order was brought to this free-for-all state of affairs, and how, with the acceptance of Linnaeus's system of classification, the study of the flora and fauna of the United States achieved status independent from its Old World plunderers. This is not a scientific study; Mr Kastner is much more concerned with the characters of the early American naturalists than with the details of their contributions which appear only as incidental to the accounts of their exploits in the cause of science, and for this reason the book will offer much more to the general reader than to the serious student.

There are times when Mr Kastner reveals a disturbing naivety about the state of botanical studies in seventeenth and eighteenth-century Europe: for example, he cites three works as being the "standard books of English botany" (around 1730)—Culpepper's *English Physician*, Turner's *Herbal* and Parkinson's *Earthly Paradise*. Of these, the first was a popular book of remedies with no botanical pretensions; the second, first published in 1551, had been superseded by Gerarde's *Herbal*, a much enlarged and improved edition of which had been issued in 1634; while *Earthly Paradise* was a gardening book (Parkinson's important botanical work being the *Theatrum Botanicum* of 1640). He talks of the chaotic state of classification before Linnaeus, overlooking the valuable work in John Ray's *Historia Plantarium* (1686), which only rates a passing mention in the book, but which provided a very sound system which anticipated Linnaeus' classification and foreshadowed Linnaeus.

Similarly, Mr Kastner's determination to establish the importance of American naturalists sometimes leads him to make irritating claims. For example, the influence of William Bartram's *Travels* on Wordsworth and Coleridge is undisputed; but Mr Kastner would seem to have us believe that those poets lifted their material wholesale from the book: "All the while that the poets were making off with his Florida fountains and fiery hills." Naturalists who went to America to work are arbitrarily adopted, so that the author can say of Thomas Nuttal, for example, who came from Yorkshire as a young man, that he returned to England late in life to end his days in "voluntary exile".

The characters of the naturalists, themselves, are, however, drawn with both wit and sensitivity: John Bartram and his son, William; the doctor James Garden; the two eccentric London collectors, Peter Collinson and Dr John Fothergill, who brought together so many mutually interested parties through their voluminous correspondence, and many more, come off the page as real people. Thomas Nuttal, popularly known as *le fou*, is revealed as a truly dedicated collector and student, but with no practical sense at all, while the lively humour of the artist Audubon (best-known for his studies of birds) comes through particularly well in Mr Kastner's many quotations.

The book is generously supplied with textual reproductions of contemporary illustrations and in addition there are two sections of coloured plates, demonstrating the kind of work that was being done. The bibliographical notes provide evidence for the author's wide-ranging study of his characters and their world, although the discursive presentation makes them impractical for use as reference sources. What a great pity Mr Kastner did not also provide a short-title list of all the works specifically cited in the text.

Paperbacks

Villages

Villages are thought of as groups of houses growing organically to suit the needs of a community. The central paradox of Alston (Paladin £2.50) is that it is a comprehensive study, Villages of Vision (Paladin £2.50) is that it is a comprehensive history of the artificial planning of villages, starting as far back as the seventeenth century, when the enclosures of common land gave the new owners the opportunity and desire to plan villages aesthetically, with little regard for the needs of the peasantry.

In the centuries since then, real vernacular architecture declined, in proportion to the growth of the romantic myth of the picturesqueness of rural life. The process is shown continuing till the present, with the virtual extinction of the village as an economic unit, such traditional villages as remain either forming the nucleus of new towns, or becoming the homes of middle class commuters. Few new villages are built, partly for economic reasons, but also because of continued lack of understanding by planners.

This is a well researched book, with detailed information about the changing styles of village architecture. It is lavishly illustrated, and contains a gazetteer intended as a comprehensive guide to post seventeenth-century planned villages in England and Wales.

A Journey To The Heart Of England by Caroline Hillier (Paladin £1.50) is an entertaining tour of the West Midlands which also contains much serious social comment. The book gives a good general impression of a highly distinctive area, neglected by Londoners who think "civilization ends at St Albans or a little farther north", but not by Frenchmen and Germans, whose "machines may be pounding away in the Black Country" although they may be "delightfully ignorant of where St Albans is".

It is lucidly written, and is not confined to any specific area of interest, comment on present social conditions being interspersed with anecdotes about the Saxons in the time of King Offa of Mercia. The book reads as easily in its description of the Meridan workers' cooperative as it does in its account of a performance of the Chester Miracle Plays.

A Short History Of English Architecture by Hugh Braun (Faber £3.50) is a chatty piece of writing about the evolution of architectural styles in England, from the time of Stonehenge to the present day. It contains a good deal of information presented in a readable manner, and as such provides a good introduction to the subject.

The author attempts to link each architectural development to the changing needs of a developing society. However, it is worth remembering that the author is an architect who was writing in 1950. After reading his uncritical description of the functional styles of the mid-twentieth century, one has the feeling that his judgment of earlier social conditions may be based on too many assumptions. It is not an authoritative social history, but it is an informative book in its description of building styles.

David Hamilton

The Hydra's heads

Elizabeth Henry

The Early Greeks. By R. J. Hopper. Weidenfeld and Nicolson £10.00. 0 297 77130 2.

Mycenaean Greece. By J. T. Hooker. Routledge and Kegan Paul. £6.50. 0 7100 8379 3.

The Early Greeks continues the well-established *History of Civilisation* series, while *Mycenaean Greece* belongs to the newer and more specialized *States and Cities of Ancient Greece* whose general editor is R. F. Willetts. The two books complement rather than duplicate one another.

Hopper's is the more wide ranging —from early Neolithic times to the mid-sixth century BC—and he is the more provocative to the general reader; who also has headed a chapter on Athens and Sparta "The *Abnormal* States"? His book is not always easy reading; the style is uneven, sometimes heavy, sometimes unexpectedly terse and pointed. He ends a sober chapter on the geographical background with the acute though almost flippant-sounding remark "There was and is the problem of the goat".

He seems undecided sometimes about his readership; those who can follow the intricate chapter on the Dorian invasions (taking eponyms and syllabaries in their stride) will not need to be told that the *Iliad* is "one of the two great early poems in epic hexameters which have been preserved". But in the picture Hopper gives of the early Greek world there is a steady balance between the archaeological and the literary evidence, and a width of interest, ranking in artistic and social development as well as more objective matters like technology and the movements of peoples.

Hooker's is a more rigorously academic work, limited (apart from one preliminary chapter on Helladic culture) to the Mycenaean age, c 1650-1050 BC. He writes with lucidity, though presenting a great amount of detail; this book's narrower span allows the author to quote full documentary evidence on such questions as (for example) the location of the state known in Hittite records as Ahhiyawa, which Hooker thinks can refer only to Miletus among Greek states, and not to Achaea (at least if Achaea means the Greek mainland). Hopper is more cautious, leaving this identification as "a major puzzle".

This difference between the two books recurs, and Hopper is not only less decisive on minor points, but also less helpful in many ways than the narrower academic study as a source of basic information on the main centres of Mycenaean culture. What is meant, for instance, by "Middle Minoan" or "Late Helladic II"? Hopper dates these periods when they are first mentioned, but provides no means of looking them up as one reads. It is Hooker who gives a full, though simple, chronological table relating Bronze Age chronologies for Crete, Greece, Troy, Egypt, and the Hittites.

Other tables in Hooker relate to pottery styles, artistic motifs, and modes of burial, showing succinctly why these are important matters for historians. Drawings of remarkable skill reproduce in minute detail the designs on pottery and gold rings. These compensate to some extent for the very disagreeable effect of printing by electrotype from a typescript original, which gives an irregular right hand margin and makes continuous reading surprisingly difficult. Not all readers will think that economy justified this presentation of a very good book.

Hopper also has some interesting illustrations — 16 black-and-white plates, of rather unfamiliar objects, or of very familiar ones such as the "Agamemnon" mask on the Olympia griffin-head, but photographed from a quite unusual angle which makes them new to almost everyone.

Briefly, it seems that classical Greece inherited much of its religious outlook from Mycenae; but the political system of Mycenae perished. In the sphere of art, there seems to have been some continuity; yet how did this survive the Greek Dark Ages? Hooker ends on this question; Hopper directs our attention to Asia Minor, where questions multiply like the Hydra's heads.

Satirist as teacher

Anthony Masters

Roman Satire. By A. G. McKay and D. M. Shepherd. Macmillan Education £4.50. 333 11878 2.

Social Values in Classical Athens. By N. R. E. Fisher. Dent, Everyman's University Library (Ancient World Source Books). £3.95. 0 460 10630 9 and £2.25. 460 11630 4.

Anthologies as stimulating as these make me wish I had been born, and educated, 10 years later. Original-language collections on a theme, like McKay and Shepherd's *Roman Satire*, give the study of that theme an exceptional opportunity for balance and interest. Instead of sweating through one satirical author a term, classes can now flit at will through Juvenal, Horace, Petronius, Persius and Seneca's *Apocolocyntosis*, excerpted in good long chunks, heralded by sensible introductions and accompanied by good notes and the right discussion questions ("How genuine do you think Juvenal's indignation is? What, if anything, makes you suspect that it may be a pose or mask?")

Inevitably, the extracts total around 4,000 lines, which is a drawback. The book is better suited to reading, with a translation, by students who have little time or little Latin, rather than to a terms' construing at 50 lines an hour. To use only part of the book would spoil its great virtues, comprehensiveness; and what class can afford more than a term on satire? Still, having worked through considerations of the satirist as teacher, as parodist, as autobiographer, and as commentator on city life, sex and banquets, they will have enjoyed the subject and read some of the most important, enjoyable texts, from Claudius' limping arrival in Hades to Juvenal III, X, and even IX (unexpurgated).

The Ancient World Source Books, published under the general editorship of Peter Walcot, are gradually covering the most important social and political topics of antiquity by assembling relevant extracts from classical authors in translation. Here again, the pieces are long enough to sustain interest and, in this volume at least, are often refreshingly unfamiliar, juxtaposing forensic oratory by Lysias, Isaeus and Demosthenes with inscriptions and the scene of the Informer in Aristophanes' *Plutus*. The subject is diffuse, but implicit ideas of an Athenian's social obligations as a kinsman as a *paterfamilias* or as a citizen, and of the status of various strata of society, emerge to form a surprisingly satisfying picture. In particular, N. R. E. Fisher's masterly essay on The Good Citizen, carefully defining Greek terms of moral approval, will ensure that students' translations of words like *hubris* and *sophrosunē* cannot hide behind clichés any more.

Key texts for business studies

David Whitehead

The Economy and Decision-Making. By P. Donaldson and J. Clifford. Longman £2.25. 582 35546 X. Teachers' Guide £1.15. 582 35553 2.

Decision Making in Organisations. By J. Clifford. Longman £2.95. 582 35539 7. Teachers' Guide £1.25. 582 35554 0.

Problems in Business Communications. By C. J. Parsons. Edward Arnold £1.95. 7131 0107 5.

People and Performance. By Peter Drucker. Heinemann £8.95. 434 90400 7.

Introduction to Business. By Richard M. Hodgetts. Addison-Wesley £11.20. 201 02897 2.

The first four titles are key books written for the Cambridge Board A level syllabus in business studies. Donaldson is a veteran writer on elementary economics, always stimulating and ready to suggest new approaches. In *The Economy and Decision Making* he has worked with the director of the business studies project to produce an unusually thorough treatment of the role of government in the economy, and its impact on business organizations.

Part one shows why and how governments take decisions about the economy. Each chapter has a number of revision questions, essays, exercises and case studies. While the treatment of the subject is usually orthodox (the explanation of the circular flow of income is especially neat), the case studies show a lively imaginativeness, contrasting the role of the government in two mythical countries, Meticulousland and Capricia, and building on the model first developed in the television series *Peter Donaldson's Illustrated Economics*.

Part two outlines those elements of economic theory that are relevant to an understanding of government economic policy, and describes the main tools of government economic intervention, showing how their use constrains business decisions. The final section consists of extended case studies on how government regulations have affected the housebuilding, frozen foods and television industries. The teacher's guide consist of detailed answers to the questions set in the text, plus suggested follow-up reading.

The central text by Jim Clifford, *Decision Making in Organisations*, is becoming the standard work for business studies and management courses. Like the rest of the series, it offers a number of case studies. One is an outstanding analysis of the decline and fall of the British motor cycle industry, and of BSA in particular. The history of scientific management is closely examined through the work of F. W. Taylor, Elton Mayo and Henri Fayol. The role of modelling is exemplified in the case of Barnes Wallis's dam-busting bomb. The model of decision-making is developed not just in relation to business activities; readers are asked to consider decisions about school drink machines, climbing a mountain, foreign holiday travel, and whether to introduce a new subject (business studies of course!) into the curriculum. Clifford succeeds in presenting rigorous material with a light touch.

Problems in Business Communication presents a series of 40 cases for those working in or training for business and industry. Students should learn how to improve their own powers of communication and those of the people working with them by studying these problems, and by isolating the causes of breakdown. Suggested solutions are provided for a quarter of the problems.

The best of Drucker's essays on management are selected in *People and Performance*, which surveys developments central to the management role, and provides the basis for understanding current practice. His readable, thought-provoking analyses could well be used in conjunction with a standard management textbook. His case studies are not drawn exclusively from the United States of America; Marks and Spencer receives extended treatment. His authoritative style, resulting from a career of consultancy, sometimes provokes the reader to want more argument and less assertion. But, on the whole, this is a sensible, humane work for all business studies students.

The flavour of the Hodgetts's heavyweight *Introduction to Business* may be obtained from this remark in the preface: "... each chapter contains a biography of a famous person who has performed successfully in the area under discussion." About one-third of the book consists of pictures, cartoons, real-life examples and cases which might be helpful to United Kingdom business studies teachers, but the price and the American emphasis will not commend it to British students.

Thunder from the gods

Peter Fanning

The Lear World—A study of King Lear in its dramatic context. By John Riebetanz Heinemann Educational £6.80. 435 19770 8.

Poetic Drama as Mirror of the Will. By Michael Black. Vision Press £5.40. 85478 074 2.

At first sight the greatest contribution of *The Lear World* appears to be in the field of literary history. Noting the welter of ideas and conventions available to playwrights in the Jacobean theatre, Professor Riebetanz considers how Shakespeare has used them and compares this treatment to that of his fellows. Shakespeare is so often hived away from other Jacobeans under the pleas of "special case" that a reminder that he used the same tools as Marston and Chapman is in itself no bad thing. Even in discussing Emblems, the state of King Lear "Crown'd with rank fumiter and furrow weeds" is related to the earlier Bussy d'Amboia who enters the scene "in fantastic attire".

But having prized Shakespeare out of his glass case, this approach is of little more than esoteric value if the author draws parallels without drawing conclusions—a blemish from which this book is not entirely free. Occasionally, he simply hands round Jacobean parallels like crystallized fruits, fresh for each new convention. Everybody's doing it. But so what, you may wonder. The answer is, of course, that Shakespeare did it better.

Professor Riebetanz deals at length with the "anti-narrative" slant of the many "great dramatic" scenes. There are fascinating insights into how the "Fool" theme pervades every corner and cranny of the play; on the relation of the Edgar/Edmund axis to the figure of Vice in the Morality plays, and on the affinities between *Lear* and the later Romances.

Apart from the historical viewpoint, not all the observations are breathtakingly new and, for much of the book, the author appears to be restaging ancient conflicts with A. C. Bradley. I wonder whether it is necessary, for instance, to excuse the fact that the opening scene is not psychologically convincing. But elsewhere flickers of light begin to appear at the heart of the play. Explanation of convention becomes less a question of category (as in the pioneering work of Professor Bradbrook say) and more of a spotlight on the play itself. As the book develops from the web of history, there emerges a fine and compelling perspective of that craggy desolation that constitutes "The Lear World."

Michael Black chooses to concentrate on souls rather than universe. His thesis states that poetic drama conveys the "inner consciousness" of the soul at a level well below conceptual thought—such consciousness being suggested by images and metaphor. So that unlike Cordelia the actor succeeds in heaving his heart into his mouth. It is a notion which like the novel suggests what everyone is thinking but nobody is saying.

Poetic Drama is couched in readable terms with plenty of space for recapitulation. It traces the growth of this "inner consciousness" from the rhetorical "public" style of Elizabethan drama to a medium that was at once popular and profound.

Few would wish to contradict such a proposition, backed up as it is by quick practical criticism of key passages from *Macbeth* and *Crown'd with rank fumiter and furrow weeds*, but in discussing *Othello*, where images and themes crowd in on one another like the nightmare visions of guilty men. Of course the moment a speech is analysed, the suggestion arises that the thought can be conceptualized after all—a danger of which Mr Black is aware. Ultimately one is bound to leave off words of explanation and compare the poetry with music. It is simply there, and "felt".

The treatment of French drama is confined almost entirely to one intense scene from *Phèdre*, Spanish drama gets historical rather than analytical treatment. The decline of poetic drama and the Romantic failure to revive it is blamed *inter alia* on the loss of this "inner meaning". Nineteenth century verse drama was externalized and rhetorical, too long, or simply not dramatic. So drama becomes the novel and the poets write poetry which is lyrical, reflective and private.

Mr Black then launches a strong attack on Ibsen, whose plays he believes have nothing to do with poetry. Everyone wished that they had so much that they almost believed that they were poetic. Ibsen is "crude and opportunistic", his characters "thin", his psychology "sketchy". And if that does not call down thunder from the gods, the concluding opinion that opera today serves artistic and social functions similar to those of Renaissance drama will be met by a barrage of boos from the groundlings.

Odyssey

Greece and its Myths / A Travellers' Guide. By Michael Senior. Victor Gollancz £7.50. 0 575 02399 6.

Philoctetes and his wound and his bow; Polycrates and his ring (though his story, recorded by Herodotus, stands, I suppose, somewhere in the non-man's-land between myth and history)—the metaphorical force of these and a dozen other mythic tales and situations has now been so completely absorbed in contemporary culture as to represent a kind of symbolic shorthand.

Mr Senior's rewarding book is in no way competing in point of sheer information with such a comprehensive work as Robert Graves's *The Greek Myths*. Nor is it simply another glorified guidebook to the classical and pre-classical sites of Greece garnished with a little popularized and predigested mythology. Rather is it the account of a personal odyssey, both mental and physical, whose originality lies both in its author's morally unstereotyped reactions to well-known places and

Children's literature

Inter-planetary adventure

Anne Bertoluzzi

The Delikon. By H. M. Hoover. Methuen £3.25. 416 86220 9.

Escape From Splatterbang. By Nicholas Fisk. Pelham Books £3.50. 7207 1054 5.

The Tomorrow City. By Monica Hughes. Hamish Hamilton £3.50. 241 89887 0.

The Last Disaster. By Hugh Walters. Faber £3.50. 571 11153 X.

If the reader hankers after the Lucas brand of space fiction as in *Star Wars*, or even after something in the vein of popular oldies like Wyndham's *The Kraken Wakes* or Orwell's *Nineteen eighty-four* then he is going to be disappointed in these books. No such overpowering evil characters as Darth Vader, the Kraken and Big Brother emerge; there is always justification for the baddies.

In *The Delikon* we have mistaken idealists trying to bring evolution to what they see as a backward civilisation; in *Escape from Splatterbang* its hunger-crazed survivalists; in *The Tomorrow City* we are shown a power conscious computer as the evil genius; and in *The Last Disaster* mankind faces a moon gone mad as it spirals down on a headlong collision course with earth. Where there is a positively malignant force you can slot in its opposite—a Ben (Obi-Wan) Kenobi or a Winston Smith—and you may well have a best-seller; but without the sinister, or even the Tolkien or Le Guin type wizardry, the objective to succeed may fail.

A sinister aspect certainly emerges in *The Delikon*, but the war-trained drones, although brilliantly drawn, intend no real evil. It is a strangely moving tale which holds one's attention from the very beginning with its magical description of palaces, cypress trees and tigers. No doubt many 11 to 15-year-olds will be as captivated as I was. It is the story of a race who aim to teach true knowledge to humans, but undertake it with rigidly enforced caste systems resulting inevitably in revolution. Varina, the Delikon child-teacher of 307 years, with those characteristic Delikon cinnamon eyes, captures the imagination; but one is left wondering what actually happens to her in the end.

Escape From Splatterbang is splendidly to the point; Nicholas Fisk writes a piece of straightforward space fiction which should appeal to nine- to 12-year-olds. It will be easy for young readers to visualize themselves in the hero's plight, as, from the very first page, an extraordinarily vivid scene unfolds where 13-year-old Mykl (spelt differently on the jacket) screams: "You can't leave me" as his parents' starship blasts off mistakenly leaving him behind, alone and bewildered, on the hostile planet Aaron VII, nicknamed Splatterbang. Dexter Brown's design for the jacket successfully depicts this agonized parting in bold pleasing colours.

From Mykl's encounter with Ego, the super computer who tries to entertain him with old movies, masses of food and even yoga programmes, and on past his meeting with the wild gypsy girl, Amina, there is plenty of excitement until there is finally rescued by the star-ship while "flamers", hungry for metal, avidly try to attack the ship.

Monica Hughes in *The Tomorrow City* handles the hackneyed idea of a machine taking over men's lives with complete confidence and professional ease. Twelve to 14-year-olds should certainly enjoy this entertaining science fiction and may well be a little fearful that the heroine Cara and her friend David will be killed by the power-crazed computer Cinecom—City Central Computer, called C-Three for short.

The author purposely breaks Law One of the three laws of robotics as stressed by Isaac Asimov, for C-Three does physically injure humans who cross its programmed determination to clean up the city. In fact I was quite startled that Cara is actually blinded by C-Three at the end (despite it being a mistake on C-Three's part) when she and David finally manage to put the menace out of action and thus save the city. This unexpected blindness of the city's young saviour (although a hint is dropped that it may only be temporary) spoilt for me an otherwise most satisfying story.

Bright youngsters with leanings towards astronomy will revel in *The Last Disaster* by Hugh Walters; but if they are too bright they might get as bored as I did with Morgan the cat who intrudes rather artificially and even gets taken to the moon. The story is not a novel one, but Mr Walters tells it in his usual crisp, professional style.

Chris Godfrey, the young astronaut, and his friends fall of whom Hugh Walter's fans will have met before have a race against time to build an anti-gravity shield to stop the moon hurtling towards a devastating collision with earth. They succeed at the very last second with the help of a cantankerous old Welsh professor of high energy physics.

In the swim

Carolyn O'Grady

How to Teach Your Baby to Swim. By Claire Timmermans. Heinemann £2.50. 434 78000 6

Swimming for the Family. By Julie Hoyle. Lutterworth Press £1.95. 07188 7010 7

I have a feeling that Ms Timmermans might have preferred another title for her book—*How to Teach Your Baby to Love Water*, perhaps? I also find it difficult to imagine that she had anything to do with the other words on the cover: "This is a book for parents who care", with their arrogant implications.

Ms Timmermans's tone is sensitive and her attitude to swimming has nothing to do with competition. Parents who imagine their six-month-old baby doing a neat crawl down the pool after a few weeks following its dictates will be disappointed.

What they can hope for is a baby who has learnt to float from an extremely early age, who can push himself to the side of a pool should he ever fall in, and—most important—who will love water in a realistic way and have a sure foundation for future swimming activities.

Julie Hoyle's *Swimming for the Family* covers a much wider area. It includes chapters on introducing very young children to water, swimming aids, the four basic strokes, learning to swim late in life and safety in about the same amount of space as Claire Timmermans has devoted to one of those subjects.

Swimming has to be taught in the water, but for families in the first stages of seeking a new leisure activity (the book comes in the Lutterworth Leisure series), Mrs Hoyle's homely style conveys the joys of swimming and her book contains a lot of useful tips.

Although an ex-Olympic swimmer, her attitude to the sport is now far from competitive. Swimming should be fun for everyone, she says.

Biological assessment

Peter J. Baron

Diagnostic Testing in Advanced Biology. By R. E. Lister. Hodder and Stoughton. Complete Volume (with answers) £2.25. Test Volume £1.45.

A Level Biology Structured Questions. By J. Tranter. Blackie. Questions £1.40. Answers £1.75.

Biology Crosswords. By V. E. Pearson and H. H. G. Graepel. Oxford University Press £7.50. 019 91 40537.

Examinations are hated by many students but they do not necessarily feel the same way about questions set in class. Tests form a normal part of the assessment routine and an almost essential element of the revision procedure for many formal examinations.

As a former chief examiner in Nuffield A level biology and a present member of the University of London Institute of Education, R. E. Lister is well placed to ask questions. His complete volume is intended to provide stimulus for students and feedback for teachers, as well as to stretch capabilities. The diagnostic notes linked with these multiple choice questions should be particularly valuable, but continuous prose is suggested for testing synthesis and logical coherence skills. Questions have been subjected to a number of tests in different schools and are included in the book under topic headings such as "Basic Chemistry" "Nutrition" "Pollution" try" and "Interactions in Ecology".

John Tranter's questions are intended for use in assessment and as homework or revision work for sixth formers taking A level GCE. They are not multiple choice and do require the use of prose albeit short. Tranter's objectives are to test recall as well as abilities to manipulate and interpret numerical and graphical data. He also tests the skill to formulate hypotheses and design experiments. Questions are grouped in seven chapters devoted to various topics and, as indicated, some are based on diagrams, others on graphs or numerical data and a few on micrographs. *Biology Crosswords* is, at first sight, an extremely expensive book but seen as a collection of printed spirit masters capable of producing up to 7,500 sheets which can be used by O level and CSE students, it assumes a different significance. The author's basic idea is to provide an unusual and pleasant means of learning biological terms. The vocabulary is completely biological and the clues give useful definitions or descriptions of the terms, which form the answers. A separate printed answer sheet is also included.

Angling to win

Sean Grace

Practical Angling. In Words and Pictures. By Hans van Ouck and Paul Meilef. Lutterworth. £3.50.

Motor Boating for Pleasure. By Jeff Toghill. Ward Lock. £3.95.

Archery. By Mike Smith. Ward Lock. £3.95.

Volleyball. Playing to Win. By Dieter Beutelstahl. Ward Lock. £3.95.

Indoor Hockey. By John Cadman and W. Van Heumen. Pelham Books. £3.95.

The most pleasant thing about the life of an armchair sportsman is that his passions can be indulged in comfort. Nor for him the toil, sweat and tears, the dedication.

Between the pages of a book, and without any unpleasantness, he can savour the joy of achievement and acquire a high degree of expertise. Putting his new-found knowledge to practical test is another, and if he is wise, more distant matter.

But the weather-beaten and muscle-hard should not be put off by these reflections from seeking to polish their skills. *Practical Angling*, for instance, is the kind of book which could plant fresh seeds of thought in a frustrated mind or help to iron out some difficulties. In it Paul Meilef, probably the foremost angling photographer in the Netherlands, and his fellow countryman, Hans van Ouck, pool their talents to everyone's advantage.

Motor Boating for Pleasure is, so to speak, a different kettle of fish. Boating of any kind is a serious, and often dangerous business. In spite of the attractive pictures, Jeff Toghill says nothing new to those who know and little of value to those who don't. A grand book for the armchair, but unlikely to be much of a help on a dirty day in a bucking boat.

Mike Smith is renowned as an archery coach, so his advice in *Archery* is well worth having. It is rather a pity that his dry-as-dust approach to the sport is more likely to make the tyro drop his bow than head for the butts or the forests. The more practised bowman, however, will find in his book much to reward a studious hour or two.

Volleyball and Indoor Hockey are very much the physical education teacher's cup of tea. They are both liberally sprinkled with facts, figures and diagrams. Fine to reach down for a checking-up, but, in spite of the exciting dust covers, not the fare to fire the hearts of the young.



"Filthy Beast" is another in Leon Garfield's Apprentices series. This one, set in eighteenth-century London, is redolent of the sounds and smells of the City, and Bartholomew Fair in particular, where Princess Betty and her father perform on the slack rope. Faith Jaques' illustrations exactly complement the text of this and "The Enemy," another in the same series, published simultaneously (Heinemann, £2.50 each).

Sail away

Frank Eggleston

Start to Navigate. By Conrad Dixon. Adlard Coles £2.95. 229 11573 X.

Coastal Navigation. By Gerry Smith. Elek £4.95. 236 40112 2

The Small-Boat Skipper's Handbook. By Geoff Lewis. Hollis and Carter £3.95. 370 10319 X

It is one thing to say "I like sailing" when the assurance of a safe passage is someone else's responsibility but, inevitably, the day arrives for those whose interest in nautical knowledge *The Small-Boat Skipper's Handbook* would be hard to beat. The author, a qualified skipper with years of seagoing experience, leaves few questions unanswered when it comes to discussing boat overhauls, hull paints, rigging replacements, sail repairs and engine maintenance. This is a book of permanent reference and increasing value.

On in the cockpit and at the chart table, and to serve as an elementary textbook for more experienced yachtsmen.

Timely and complementary, *Coastal Navigation* is a programmed learning course which any young would-be navigator will find absorbing reading. Throughout the course the student's level of understanding is tested with multiple choice answers to questions, and where the wrong answer is chosen, he is led to a page where the misunderstood passage can be re-read until full understanding is achieved.

As a pocket compendium of nautical knowledge *The Small-Boat Skipper's Handbook* would be hard to beat. The author, a qualified skipper with years of seagoing experience, leaves few questions unanswered when it comes to discussing boat overhauls, hull paints, rigging replacements, sail repairs and engine maintenance. This is a book of permanent reference and increasing value.

High Street literature

CAROLYN O'GRADY describes events at an extraordinary bookshop

A few weeks ago the Children's Book Centre in London organized a "Teddy Bears' picnic" at which books about teddy bears were on show, and Peter Bull gave a talk.

The result was unexpected. Thousands of people turned up, most of them clutching a teddy bear, the press were there in force and police had to be called in to control the traffic. Eric Baker, chairman and founder of the centre (he now runs it with his two sons, Robin and Philip), describes the event as embarrassing, a reaction which, one suspects, is characteristic.

Mr Baker describes his objective as "to woo the kids to books". Certainly they are not above the occasional gimmick, but he would prefer it if events ended in a quiet reading session, *not* in a carnival.

The Children's Book Centre is the largest children's bookshop in the world, but it is not content to base its reputation on the quantity of the books it stocks and sells. The bookshop wants to promote quality and to this end has introduced a number of imaginative events and services.

Four months ago the centre moved from a quiet area of Kensington—"there was absolutely no passing trade"—to the busier end of High Street, Kensington, near the Commonwealth Institute, an area which is swiftly being taken over by shops aimed at children and parents. The result has been a "staggering rise in custom".

Coinciding with the move, the centre has opened a large toy shop in the basement and this has been an undisputed success, partly because of the staff's lenient attitude to children who choose to try out toys on the premises, but also because of an imaginative choice of items—broadly educational toys which are fun, but not gimmicky.

Eric Baker hoped that children would be attracted by and enjoy the toys, but his main concern is still the bookshop. He hopes that on their way out the young customers will stop to look through the books—the permissive attitude is also to be found in the bookshop —and will be encouraged, if not to buy the books, to obtain them from libraries or through their schools.

Other attractions are film shows and a series of regular talks and readings by authors and others: Raymond Briggs, Frank Muir, Jan Pienkowski are lined up.

The bookshop itself looks unexceptional enough from the street, but on closer inspection it has a number of extraordinary features. The main item is a table on which are arranged the "50 best books". These are chosen by about 50 librarians who vote on a nomination list of 200 or so titles sent to them by the centre and the aim is to promote the best, though not necessarily the best sellers.

In the bookshop parents can also buy lists of books chosen and introduced by Elaine Moss for different age groups. Other points of interest are stands of French and German children's books aimed at children of those nationalities living in this country. This has been built up by French and German members of staff and eventually Mr Baker would like to see it extended to include other languages.

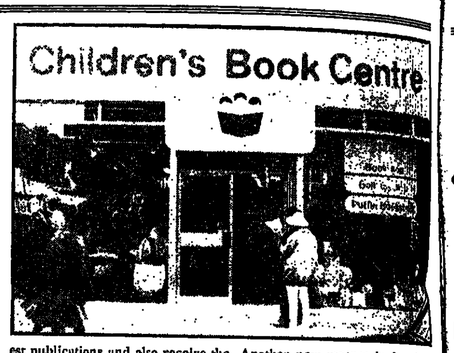
The Children's Book Centre's claim to be the largest children's bookshop in the world does not only rest on the size of its retail premises. The centre also organizes a mail order service to between 5,000 and 6,000 customers in about 80 countries.

Customers get a quarterly newsletter giving information about latest publications and also receive the "best 50 books list". The books are sent out from the company's huge warehouse in Cranleigh. Mail order customers include large numbers of schools and libraries.

The spate of innovation is certainly not over. Recently the centre began taking large exhibitions to schools in Europe and now has three exhibition teams travelling round the continent throughout the year. Links with Europe is a recurring theme in their conversation.

Another new venture is the sale in this country of an English version of the American publication, *Cricket*, "a children's *Reader Digest* containing prose, poetry, articles and games". *Cricket* was unsuccessfully launched in this country some years ago—Eric Baker says, because of distribution difficulties. He feels that it deserves another go.

Children's Book Centre Ltd, 229 Kensington High Street, London W8 6SA (937 0862).



Creating a legend

by Jane Headley

The masks and musical instruments used in the Second City Theatre Company's touring show have been made, in the main, from odds and ends of household rubbish. The aim of this year's tour is to encourage playleaders, teachers and mothers to continue this idea by acting more stories and legends with the children, making use of everyday materials.

Second City is Birmingham's professional touring community theatre. It now receives a grant of £37,500, the third largest grant given by West Midlands Arts.

David Rome, who founded the company four years ago, is very aware of the need to stay in touch with his audiences. The repertoire of this summer's touring show, *Myths and Legends*, includes six folk stories taken from Indian, English, Irish and African folklore, the dominant ethnic backgrounds of the children who will see the show.

At a recent open-air performance for Ladywood Community Centre's playscheme in Birmingham, three stories from Ireland and India were narrated by members of the cast while the rest of the company acted them out using mime, dialogue and music. Costumes were deliberately simple, except for the colourful and attractive masks.

In previous years the company has encouraged active audience participation during its playground tours, but this created problems so a new format has been adopted.

Mr Rome says that some of the audience tended to exploit Sabdar, a Asian character, and even more to serve as scapegoats for the younger children. "The playleaders tend to be bullied by the older ones. This year I've tried to produce a very visual show that all children can enjoy."

Mr Rome has tried as far as possible to keep the original flavour of the legends. This means that at times the language is taxing, but he thinks children should be able to follow the stories from the action, even if they do not fully understand the narration.

After the 45 minute performance of *Myths and Legends*, the cast showed children how to make masks and musical instruments. Simple, and cheap, as the playleaders who saw it did not want this theme to change now.

An exhibition of masks made by children will be on show at the Midland Arts Centre in Birmingham throughout the summer.

A performance of *Myths and Legends*—the choice of materials varies from venue to venue—costs £40 and will be available until early September. The audience at Ladywood was spellbound, and there was obvious enjoyment on both sides when many of the children clustered on to the stage, practically sitting in the narrator's lap.

"I just hope it will be followed up from here and not just left to fade in their memories", says David Rome.

Details of the programme and tour schedule can be obtained from Second City Theatre Co, University of Aston Centre for the Arts, Gosta Green, Birmingham B4 7ET (021-359 6767).



David Rome with children from the audience.

Careers in a data bank

by Owen Surridge

London's young people will be able to get the latest information on vacant jobs when the Inner London Education Authority introduces a new computerized notification system next spring. A teleprinter will transmit details from a central data bank to all of the authority's 23 careers offices, superseding postal distribution.

The data bank is expected to be able to offer at least 6,000 vacancies when the service opens and the organizers think the figure will rise considerably as more employers hear about it. Job details will be fed into a computer at the City of London Polytechnic and careers officers will receive a duplicated print-out; full information for themselves and an abbreviated form for notice boards.

The cost of setting up the system and running it for a year is estimated at around £56,000, which will be borne by the ILEA. However, the outer London boroughs are showing interest as are others in the Home Counties, and the ILEA hopes to recoup some of its expenses by charging fees to outside users. The idea was introduced in Birmingham several years ago and has lately been taken up by Manchester. It is a free service for both the employers and the young people.

Community skills

Two recent study packs produced by Oxfam Education deal with situations for schoolchildren in Tanzania and Jamaica. *Use your local school!* is intended for primary use and describes a programme in which Tanzanian children develop useful community skills.

Operation Friendship concerns Jamaican school leavers who are being trained in skills such as carpentry and motor mechanics against a background of around 30 per cent unemployment. Both packs contain information and project sheets and short filmstrips with cardboard mounts. They cost £1.50 each plus 15p postage.

Oxfam Education Department, 274 Banbury Road, Oxford.

Careers course

A fair deal for the handicapped and the young, problems of working with the upper sixth form and a practical refresher course for careers teachers are the topics covered in the latest programme of courses and conferences announced by the Institute of Careers Officers.

Work with the handicapped comes first, with a booking at the Loughborough University of Technology for January 2-5, 1979. An employers' conference about youth employment problems will be held, February 20-22, at the De Vere Hotel, Coventry, and a course for sixth-form tutors will be given at the University of Warwick from April 2-5.

Information about courses and fees can be obtained from the Institute's secretary, Mrs Mary Parsons, at Old Board Chambers, 37a High Street, Stourbridge, West Midlands.

Beginners and *girls*

A company that produces plastic model kits of planes, ships and cars which it describes as being mainly suitable for male interest has introduced a new kit "especially with girls in mind". It is a "Black Beauty" horse kit, with real hair texture, tack and a "grooming kit" which includes a bucket and brush and comb". Apparently the kit has special appeal for beginners, especially girls". It costs about £3.

Revell (GB) Ltd, Cranborne Road, Potters Bar, Herts.

Throw-away lines of many years ago

Ephemera, in the definition of the Ephemera Society, "encompasses a wide range of printed and handwritten material including handbills, tickets, wrappers, tradesmen's cards, billheads, packaging, reports, notices etc"—any printed material used for a limited period and thrown away.

The society collects these items and has now produced two sets of slides of them which can be hired. The slides concentrate on the posters of jobbing printers, in the categories of commerce, war, transport, trades unions and charity. Each set has more than 40 slides and can be hired only for £5 plus £5 deposit and registered postage.

Further information from Graham Hudson, Education Officer, The Ephemera Society, 30 Pinfold Square, London W1P 5AU.

Twelve workcards for lower secondary classes have been produced by the Environmental Information Service (EGIS). They are based on the theme of "energy" and cover the main sources of domestic energy as well as nuclear energy. There is also a card on conservation.

The cards cost 40p, plus 15p for postage and can be obtained from EGIS, North Lodge, Elswick Cottages, Newcastle upon Tyne NE4 6DL.

Science teachers and the law concerning health and safety

In recent years there has been a flood of legislation, regulations and statutory instruments concerned with health and safety many of which have important implications for educational establishments, according to the Chemical Society. To try to clarify the position for members of local authorities and safety officers will attend, as well as science teachers.

The symposium runs from 9.45 am to 4.30 pm and costs £8. Information from the Chemical Society, Burlington House, London W1V 0BN.

TALKBACK

Purposeful testing

Margaret Bond

Last year a fourth year boy in our school ran out of a science class because he was asked to read aloud. The fiend of science reforred the case to me.

I found, on testing his reading, that he was performing confidently at the nine-and-a-half-year-old level. He had successfully disguised his lack of ability through almost four years of secondary school and, as he is in the upper band of our school, was expected to take up to nine subjects in external exams.

Looking up his record, there was nothing to indicate that he had a problem, his marks in most subjects being usually around the C grade. I decided that we needed a record system which gave us accurate and detailed information about each child. The record should contain evidence of reading and writing skill, not simply a grade or position in the year group.

I wanted to obtain information about all children, not only those with identifiable remedial needs. I decided to use an *Informal Reading Inventory*.

To complete this, the child reads aloud a series of passages, graded according to difficulty. As the child reads, the teacher records, on a duplicate sheet, the miscues he makes.

The teacher asks questions at the end of each passage, to ascertain the child's understanding. When the child has reached "frustration level", the teacher stops the test and records the miscues and level of comprehension of each passage on a standardized sheet.

The teacher then has a record of the level at which the child functions independently, the level at which teacher intervention is necessary to ensure understanding, and the level at which the child is frustrated either by the language, or the ideas, or both.

In proposing that the English department adopt such a method of testing, I hoped we would be more able to achieve the purpose of testing within a school, which is to help children to develop their skills further.

The advantage of the test is that one talks with the child at some length; one can make general points about their approach to reading and their methods of finding answers. One can suggest activities which will help them immediately, and one can plan language work to take account of individual, group or class difficulties.

The inventory which I had used was American. We felt we should make up our own, choosing passages from books readily available in our classroom libraries. Initially we used eight books: *The Lion Cub* (RA 8½), *King Arthur* (RA 9), *Stig of the Dump* (RA 9½), *Tom's Midnight Garden* (RA 11), *Flambards* (RA 11½), *The Bear Hunt* (RA 12½), *Dr Jekyll & Mr Hyde* (RA 14), *Bismarck* (RA 15+). We agreed on between three and five questions for each passage.

Our pilot scheme was carried out last summer after the fifth year had left, on the third year pupils, hoping to prevent the creation of another fourth year problem. We found the testing took 15 to 20 minutes a pupil, but that the gains to us as teachers, in our relationships with the pupils we tested and our understanding of the reading process, far outweighed the disadvantages.

We discovered the need for a book with a reading level of about 7½ and an extra book at the 10½ level, so we adopted *Shark in the Surf* (RA 7½) and *Grumbles Yard* (RA 10½). Our head agreed that we should be allowed time in the autumn term to test all first year pupils.

The four members of the department who had taken part in the pilot scheme tested the 290 first year pupils in the autumn term. To the *Informal Reading Inventory* we added a piece of writing chosen by the pupil as a sample of his or her best work. This piece of work was marked by the class teacher, who indicated the pupil's strengths and weaknesses.

In the spring term we added a test piece of instructional writing, giving directions to a stranger to the school. This writing was "impression marked" within the department. We now feel we have a fair beginning to our record system.

The time taken to complete the inventory is trivial when compared with the time the pupil will spend in English lessons. As yet we do not have a check of the silent reading and comprehension of each pupil; this we hope to develop in the future.

The advantages of using the inventory are many. The lowest ability children in the first year become enthusiastic about reading. They now go in groups to the local branch library each week to choose books.

The librarian is proposing to extend the availability of the library to second and third year pupils, and to display the children's work there. She has also suggested that they could work in the library on projects, which she would set up to develop their access and survey skills.

When parents come to school we can now describe the child as a reader, and suggest particular books for their child to read and books for them to read to their children.

We have made the results available to other heads of department. We have indicated the independent level at which their department can safely set home reading or background reading, and the level at which is would be necessary for a teacher to intervene.

After the spring half term we invited the teachers from our four feeder primary schools to come to a English department meeting, where we explained our record system and showed them the results alongside the work books of their pupils from last year.

Naturally, there was some wariness on the part of the primary teachers, but they did agree to allow members of the English department to go into their schools in the summer, when our fifth formers had left, and complete the *Informal Reading Inventory* before September on their fourth year pupils.

The information which we have collected is useful for individual pupils, their parents and their teachers. In the English department we can plan for teaching in mixed ability grouping more effectively, and can develop our own policy for our children.

Margaret Bond is head of English, Wortsett School, Saltburn, Cleveland.



Story-reading under the microscope

Geoff Fenwick

Nicholas Tucker's article "Are you sitting comfortably?" (July 14) underlined the sad neglect of story-reading as an effective form of teaching.

Working with mature students I have never sensed any reluctance to read stories to classroom audiences, but too often the activity seems to be regarded as a fairly safe, tutor-proof option which keeps children quiet.

Some years ago a micro-teaching scheme was introduced into method work in an attempt to change this. Volunteers read stories or extracts to small groups of their colleagues, or to children brought in from nearby schools. These efforts were videotaped, and then played back for analysis and discussion.

During the course of this work the necessity for careful preparation became much more obvious. Estimating the amount of time required to read a story out loud was identified as an important factor in this respect, as was the editing of difficult or uninteresting passages.

Most important of all, the book or extract selected had to be relevant to the listeners. Examination of the videotapes indicated that the right book, even when read by an indifferent reader, had more chance of success than the mighty competent reader saddled with a book which proved to be uninteresting.

Performance skills employed during the micro-teaching sessions included introducing and concluding stories, facial and body gestures, adapting tone and pitch and establishing eye contact.

The last-mentioned proved to be the most difficult skill for many of these beginners to master. Maintaining eye contact with an audience while holding a book and reading aloud from it requires a fair amount of practice. A firm base on which the book can be rested proves helpful in this respect.

The standard of story reading varied greatly, but subsequent discussions seemed to indicate that the students learned from watching the playback of both good and bad performances. A further pay-off occurred when over 60 per cent of the first group to be involved in the experiment opted to answer a question on story-reading in their final examination.

The average mark obtained was 56 per cent, probably as much a comment on the effectiveness of micro-teaching as a mode of instruction as it was on the students' story-reading abilities.

The experiment has since been extended to include experienced teachers working on a course in children's literature. Not surprisingly, a group such as this confidently makes use of the basic skills, often with superlative effect.

It would be meaningless to try to rate the skills used in order of importance, because individual teachers combine them in different ways. Furthermore, the style adopted varies to some extent with the age of the audience. The slow, precise articulation of the infant teacher, for example, would not be appropriate in a secondary classroom.

Micro-teaching is an artificial process and perhaps because of this neither students nor teachers smiled as much as one would hope they might when reading stories in their classrooms.

Not that classroom reality is without its disadvantages. The teachers involved in this experiment asserted that frequent interruptions were often the ruination of their story-reading sessions. We decided that notices bearing the words "Do not disturb—story-reading in progress" might not be a good idea.

Geoff Fenwick is co-director of a course in children's literature, City of Liverpool College of Higher Education.

Worried about Warnock

Ronald Davidson

I recently visited a Leeds girls' comprehensive, and put to the staff and pupils some of the Warnock recommendations concerning the mentally and physically handicapped.

Fear plays a part in the girls' objection to integration, it seems, and the introduction of mentally handicapped children in particular. Neither staff nor pupils minded the crippled, blind or deaf, but instantly began raising objections to the more seriously maladjusted or subnormal being allowed on campus.

The girls lent convincing evidence to Warnock's ideas about the vital nature of early contact. They said that, had they been brought up with a mentally handicapped person, they would feel bound by ties of friendship and would accordingly defend and look after her in any conflict at school.

The idea of a special class or unit for the disadvantaged was not viewed favourably by staff or pupils, on the grounds that it would not be a marked improvement to either the school or the relationship between the disadvantaged and normal children.

If these views illustrate anything, it is the need for Warnock to convince ordinary people of the usefulness of her proposals. There is a deep-seated unease about having mentally handicapped children on a school campus, because of the assumed unpredictability.

Many girls saw handicapped children as in some way holding them back in academic terms, and many teachers were concerned about the amount of extra individual attention each one would need in an often over-sized class. Doubts were raised about some schools' ability to protect pupils of low mentality or physical capacity from exploitation and bullying.

One Leeds comprehensive does not weigh much in the national scale. But the doubts raised are serious enough: they show Warnock to be right in the areas needing urgent consideration: attention to the under-fives, concentration on adapting young people over 16 to a normal adult life, and a major programme of in-service training for teachers.

If, money permitting, children under five and teachers are dealt with, and the bureaucracy advocated for assessment and care should come about, there remain the crucial questions of employment and maximizing educational capacity.

Integration into the normal school theoretically lends children more self-confidence, a greater awareness of social conventions. This is clearly a major plus, but if it is at the price of academic attainment, parents of handicapped children may have cause for concern.

It is extremely difficult for the handicapped to gain employment for which they are qualified. Disabled people often take work far below what they are capable of, and will rarely attain the promotion their ability justifies. Warnock is sound in her proposals for the treatment of over-16s, for without such support as she recommends many will fail to attain their full potential.

The three main priorities of the report are clearly relevant to the well-being of future generations of those with special difficulties. But the failure to discuss integration versus segregation, and to cost the proposals, leave the report somewhat up in the air in terms of practical application.

Ronald Davidson is a journalist, and is partially sighted.



Jon Plaver

Integration in the playground, at the Gatehouse Learning Centre in London.

Classified Advertisements

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Nursery Education

WALTHAM FOREST

(London Borough of)

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest

Required for January, 1979, or earlier if possible

CHINGFORD HALL PRIMARY SCHOOL

Silver Birch Avenue, London, E.4. Head Teacher.

Mrs. S. D. Hutchinson

ASSISTANT TEACHER. A Nursery Infant trained teacher required for this new interesting and challenging situation, based in the new Day Nursery at Tilley Close, Chingford. Duties will include working out individual and group educational programmes and liaison with all agencies serving the needs of pre-school children. The teacher will be appointed to Chingford Hall Primary School, but seconded to the Tilley Close Day Nursery to be jointly responsible to the Matron and Head Teacher. Personality, enthusiasm and energy are required by the candidate to initiate patterns of learning, social training, parental involvement and in-service training.

The person appointed should be lively and dedicated

Burnham Scale 1 (Scale 2 for suitably qualified and experienced candidate) plus Outer London Allowance, plus Social Priority Allowance

Application forms (enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ

Closing date September 8, 1978.

WALTHAM FOREST

(London Borough of)

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest.

EDUCATIONAL VISITORS, Scale 2. Required as soon as possible, qualified NURSERY INFANT TEACHERS with not less than three years teaching experience, to be attached to Primary Schools and to work with parents and their pre-school aged children in the home. An ability to liaise closely with the Infants' School staff, existing nursery schools/classes and other agencies dealing with the under fives is essential.

London Allowance £297 payable.

Application forms on receipt of a stamped addressed envelope, obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date September 1, 1978.

WALTHAM FOREST

(London Borough of)

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest.

Required for January, 1979 or earlier if possible.

MISSION GROVE INFANTS SCHOOL

Mission Grove, London, E17
Head Teacher: Mrs F. T. Goff

EDUCATIONAL VISITOR—Scale 2 post.

A qualified NURSERY/INFANT TEACHER with a minimum of 5 years teaching experience, is required as soon as possible. The Educational Visitor will be required to work with pre-school aged children and their parents in the home. An ability to establish close liaison with the nursery class and other agencies dealing with the under 5s is essential.

London Allowance £297 plus Social Priority Allowance payable.

Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Closing Date: 1st September 1978.

Primary Education

Deputy Headships Senior Masters/Mistresses

EALING

(London Borough)
EDUCATION SERVICE
MONTPELIER FIRST SCHOOL
Helena Road, Ealing W5 2RA
5-12 years
Group 6

DEPUTY HEAD TEACHER required for January 1979.

£402 London Allowance.

Application forms (S.A.E.) from Chief Education Officer—Hadley House, 79-81 Uxbridge Road, London W5 5SU—to be returned as soon as possible.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

EALING

(London Borough of)
EDUCATION SERVICE
SOUTHFIELD FIRST SCHOOL
Group 4

Southfield Road, Bedford Park, London, W.4

Required for January, 1979, or as soon as possible, a DEPUTY HEAD TEACHER.

Further details and application forms are available from the Headmistress to be returned as soon as possible.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Other Posts on Scale 2 and above

WEST SUSSEX

NORTH EASTERN AREA
WEST HOATHLY C.E.
CONTROLLED J. & I. SCHOOL
West Hoathly, East Grinstead, Sussex

Enthusiastic TEACHER required with keen interest in Modern Methods, must be MUSIC specialist.

Application form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex.

Scale 1 Posts

BARKING

(London Borough of)
SUPPLY TEACHERS

Vacancies exist for experienced teachers to undertake supply work in Primary Schools. Successful candidates may be expected to teach in any of the Borough's Infant or Junior Schools on a casual day to day basis, although consideration will naturally be given to candidates' experience and personal preferences when placements are being made. There is also the opportunity of work in Special Schools. Applicants should have at least one year's teaching experience. Salary in accordance with Scale 1.

Application forms available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex.

EALING

(London Borough)
EDUCATION SERVICE
ST. JOHN'S COMBINED FIRST AND MIDDLE SCHOOL
Felix Road, West Ealing, London W.13

Required for September, 1978, or soon after, experienced TEACHER, Scale 1, to teach groups of children ranging in age from seven to 12 years, who have language and learning difficulties.

This teacher would also be required to work with other teachers in a team-teaching situation occasionally.

A teacher of good personality is sought who is able to relate sympathetically to children with problems and who has a genuine interest in the whole child.

£402 London Allowance plus Social Priority payment.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Request for application forms (S.A.E.) from the Headmistress to be returned within 14 days of advertisement.

HAVERING

(London Borough of)
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. J.M.I. SCHOOL
(Roll 340)
St Mary's Lane, Upminster, RM14 2QB

Required September, 1978:
TEACHER for Upper Juniors, able to take BOYS' P.E. and GAMES (Football, Rugby and Athletics). Practising Catholic preferred.

There is a scheme for removal expenses.

Application forms (S.A.E. please) available from Director of Education Services, Mercury House, Mercury Gardens, Romford, RM1 3DR, to be returned as soon as possible.

HERTFORDSHIRE

COUNTY COUNCIL
SOUTH-WEST HERTS DIVISION
ST. PETER'S C. OF E. J.M.I. SCHOOL
Church Lane, Mill End, Rickmansworth, WD3 8HD

Required for September, 1978, or as soon as possible afterwards, TEACHER for class of second and third year Juniors. Interests in boys' games, music/maths, an advantage. Communicant member C. of E. preferred.

London Fringe Allowance.

Applications by letter to the Headmaster as soon as possible, giving full details of qualifications and experience, telephone number, names of two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited for qualified TEACHERS for the following posts. In addition to any other qualifications mentioned applicants will be required to teach General Subjects. Unless otherwise stated, schools admit the full infant and junior age range and are County Schools.

Applications should be submitted on Form T1 to the Head Teacher at the address shown unless otherwise stated.

GRAVESHAM DIVISION

ROSHERVILLE C.E. (CONTROLLED) PRIMARY SCHOOL
London Road, Northfleet
(Roll 255)

Required for September, TEACHER for Lower Primary class. Communicant member of Church of England preferred.

THANET DIVISION

MINSTER COUNTY PRIMARY SCHOOL
Minster, Thanet.
(Roll 336)

Required in September, 1978, ASSISTANT TEACHER for Reception Class; Scale 1 post. College leavers considered.

Applications, with names and addresses of two referees, to the Headmaster.

LONDON, S.E.1

ST. JUDE'S C.E. PRIMARY
Colnbrook Street,
St. George's Road, S.E.1.

0.0 vacancy for September. To arrange visit telephone School. 01-928 6484, or Headmaster at home, 01-22[illegible] 52081.

NORTHERN IRELAND

THE HOLYWOOD SCHOOL

Based upon the principles of Rudolf Steiner the school exists to provide a non-sectarian education to children in the region of Belfast, Bangor and Holywood from the ages of four upward. It is a new school, receiving no state aid and financed by voluntary contributions. It seeks to develop the greatest human potential in its pupils. We require from September, 1978, a TEACHER to work with a small class of primary age children, willing to accept a low salary but to be an enthusiastic community of parents and teachers.

Send curriculum vitae and addresses of two referees to: The Trustees' Group, The Holywood School, 34 Croft Road, Holywood, Co. Down, Northern Ireland.

REDBRIDGE

(London Borough of)

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London allowance payable for the following posts available in September, 1978.

Vacancies exist for suitably qualified practising Roman Catholic TEACHERS in the following schools:—

ST. AUGUSTINE'S R.C. PRIMARY SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6RG
Head, M. T. McGovern, B.A.
One Lower Junior post, interest in Music and/or Games.

ST. PETER & PAUL R.C. INFANTS SCHOOL
High Road, Ilford IG1 1QP
Head, Miss M. Delroy
One Infants' post.

ST. VINCENT'S R.C. PRIMARY SCHOOL
Waldegrave Road, Dagenham
Head, W. D. Dignan
One third-year Junior post.
One Reception 'Infants' post.

Application forms are available from Mr. J. E. Fordham, The Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN (telephone: 01-478 3020) to whom they should be returned as soon as possible.

Appointments in Scotland

DUMFRIES AND GALLOWAY

REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified, experienced and registered teachers for the undernoted promoted posts:—

(1) HODDOM PRIMARY SCHOOL
Ecclefechan, Lockerbie.

POST OF HEAD TEACHER

This is a new open plan rural unit situated in the village of Ecclefechan, approximately six miles south of Lockerbie. Until... There is a Nursery which attached to this school which at the moment is occupied by a local Playgroup pending the reinstatement of the Region's proposals for the expansion of Nursery provision.

The anticipated roll for session 1978/79 is approximately 130 and the responsibility element of salary is £1,520.

There is no schoolhouse available with this post.

Acting Head Teacher: Mrs. J. Dodds.

School telephone number Ecclefechan 613.

(2) TROQUEER PRIMARY SCHOOL
Dumfries

POST OF ASSISTANT HEAD TEACHER

(Upper School)

Troqueer Primary School is a relatively modern, single-stream unit situated in the former Burgh of Dumfries. The anticipated roll for session 1978/79 is approximately 350 plus and the responsibility element of salary is £687.

Present Head Teacher: Mr. A. Hill.

School telephone number Dumfries 2618.

Application forms and further particulars may be obtained from the undersigned to whom completed applications should be lodged within 14 days of the appearance of this advertisement.

J. K. Purves, Director of Education.

HEADSHIPS

Basildon & Brentwood Area

Re-Advertisement

PILGRIMS HATCH COUNTY JUNIOR SCHOOL

Larchwood Gardens, Pilgrims Hatch, Brentwood (Roll 463) Group 6

for this Junior School with effect from the beginning of the Summer Term, 1979, or earlier if possible.

Castle Point & Rochford Area

Re-Advertisement

HADLEIGH COUNTY INFANTS' SCHOOL

Bilton Road, Hadleigh, Benfleet (Roll 232) Group 4 for this Infants' School with effect from the beginning of the Summer Term, 1979.

North-East Essex Area

BURRSVILLE COUNTY JUNIOR SCHOOL

Craigfield Avenue, Clacton-on-Sea (Roll 307) Group 5 for this Junior School with effect from the beginning of the Summer Term, 1979.

Closing date for these posts: 29th September, 1978.

Application forms and further details obtainable from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

North-West Essex Area

FARNHAM C OF E (AIDED) PRIMARY SCHOOL

Farnham, Bishop's Stortford, Herts (Roll 56) Group 1

Applications are invited from suitably qualified and experienced teachers who are Communicant Members of the Church of England for appointment as Head of this Junior Mixed and Infants' School with effect from January, 1979.

Closing date: 20th September, 1978.

Application forms (and further particulars) obtainable from and returnable to The Area Education Officer, Crossman House, Station Approach, Braintree, Essex CM7 8QA.

Essex County Council

Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines).

Display in classified advertisements £4.35 per single column cm. (minimum space 9.5 cm double column at £82.65).

A charge of £1 is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

Middle School Education

By Subject Classification

Modern Languages

Scale 1 Posts

EALING

(London Borough)
EDUCATION SERVICE
GUNNELL MIDDLE SCHOOL
Hathaway Gardens, Ealing.
W13 0DH

Scale 1 TEACHER required for September for FRENCH.

£402 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Application forms (S.A.E.) from the Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W.5.

Other than by Subject Classification

Scale 1 Posts

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
ST. GEORGE'S C.E. MIDDLE SCHOOL
St. George's Avenue, Sheerness
Roll 420
9-13 years (mixed)

Scale 1 TEACHER required for GENERAL SUBJECTS, but preferably with a special interest in one or more of the following: English; Home Economics; needlework; religious education.

Applications to the headmaster at the school.

Secondary Education

By Subject Classification

Commercial Subjects

Scale 1 Posts

MID GLAMORGAN

COUNTY COUNCIL
TAFF ELY DISTRICT
NEWMAN R.C. COMPREHENSIVE SCHOOL
Dynea, Pontypridd

Applications are invited for the following vacancy:
TEACHER qualified to teach COMMERCIAL SUBJECTS, Scale 1.

Further particulars and application forms available from Father J. O'Regan, Correspondent Governor, The Presbytery, Turberville Road, Porth, Mid Glamorgan, on receipt of a stamped addressed envelope. Completed forms to be returned to the Correspondent Governor by 8th September, 1978.

Domestic Subjects

Scale 1 Posts

BARKING

(London Borough of)
GASCOIGNE? [illegible] GOSWALD COMPREHENSIVE SCHOOL
[illegible]borough Road, Dagenham
(Roll 1,078)

Required for September, 1978: HOME ECONOMICS. A qualified TEACHER for COOKERY is required for a temporary post from September 1, 1978, to December 31, 1978 only. The post is temporary pending the appointment of a Head of Home Economics Department. The ability to teach Cookery in the Middle and Lower School is looked for. A willingness to assist in "O" level and C.S.E. courses would be an advantage. The school, which is fully comprehensive, is on a single site. Scale 1. London Addition £402 per annum.

Application forms available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex.

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN DIVISION
CHILTERN? [illegible]NELL COUNTY SECONDARY SCHOOL
[illegible] Hill, Amersham, HP7 9HH
Head, Mrs. M. Simpkinson, M.A.
Number on roll: 487 girls

Required in January, qualified and experienced TEACHER of NEEDLECRAFT, to teach throughout the school and to be responsible for examination work to C.S.E. and "O" level. Possibility of Scale 2 post for suitable applicant.

London fringe area allowance of £[illegible] per annum payable in addition to Burnham salary.

Removal expenses up to £100 payable in approved cases.

Please apply in writing to the Headmistress, enclosing curriculum vitae and stamped addressed envelope.

CAMBRIDGESHIRE

CAMBRIDGE AREA
FEDERATION OF VILLAGE COLLEGES
WITCHFORD VILLAGE COLLEGE

Required for Autumn Term only, TEACHER of HOME ECONOMICS or NEEDLEWORK (Scale 1) at this school which is situated 4 miles from Ely and 16 miles north of Cambridge.

Apply immediately to Warden, Witchford Village College.

Economics

Scale 1 Posts

CAMBRIDGESHIRE

MARCH AREA
NEALE-WADE SCHOOL
(Coeducational, 13 to 18, Comprehensive)
Wimblington Road, March, Cambridgeshire
Group 9
(Roll 400)

Required during the absence of the permanent member of staff on maternity leave (approximately two terms):—

A GRADUATE TEACHER to continue "O" and "A" level ECONOMICS courses. An ability to help with Lower School History would be an advantage.

The appointment would be as a casual supply teacher and payment would be on a day-to-day basis on Scale 1.

Please apply by letter enclosing full details and the names and addresses of two referees direct to the Headmaster, N. Else, B.Sc., at the above address as soon as possible.

SURREY

EDUCATION COMMITTEE
13-18 Comprehensive
Scale 1 post
FRANCE HILL SCHOOL
Camberley

ECONOMICS GRADUATE to teach to "O" and "A" level.

Apply to the Area Education Office. Telephone Woking 4311.

English

Scale 1 Posts

BARNSLEY

EDWARD SHEERIEN SCHOOL
Newstead Road, Athersley North
(11 to 16 Mixed Comprehensive)
Head Teacher: J. Bramley, B.Sc.

Required for September, or as soon as possible after:

TEACHER of ENGLISH throughout the age and ability range (Scale 1). "O" level and C.S.E. courses are well established in both English Language and Literature.

Apply by letter to the Head Teacher giving full curriculum vitae and two referees.

ENFIELD

(London Borough of)
KINGSMEAD SCHOOL
Southbury Road, Enfield EN1 1YQ
Roll: 1,266
(Mixed comprehensive). Eight-form entry

Required from October 30, 1978, a TEACHER of ENGLISH throughout the school.

This is a large department and virtually all pupils sit a public examination at the end of the fifth year.

This is a temporary appointment covering maternity leave.

London Allowance payable £297 per annum.

Application forms (S.A.E.) obtainable from the Headmaster/Headmistress to whom they should be returned as soon as possible.

MERTON

(London Borough of)
EDUCATION COMMITTEE
ROWAN HIGH SCHOOL
Rowan Road, London SW16 5JF
Age range: 13 to 18 years
Headmistress: Mrs. D. C. Haugh

Required for September, 1978, a TEACHER of ENGLISH to join a strong department where all girls are entered for "O" level or C.S.E. examinations. The classes time-tabled cover the middle to lower ability range and an interest in the problems of the slower learner would be an advantage.

London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms are available from the Headmistress at the school or whom they should be returned as soon as possible. Please enclose a S.A.E.

Geography

Scale 1 Posts

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
REDBOURNE SCHOOL
Crouch Hall Lane, Redbourne
Hertfordshire

Required for September, or January, TEACHER (temporary or permanent) (Scale 1) to teach GEOGRAPHY throughout the school to O.C.E. "O", and C.S.E. Levels. Strong interest in Field and Environmental Studies required.

Applications to the Headmaster, naming two referees.

History

Scale 1 Posts

RICHMOND-upon-THAMES

(London Borough of)
WHITTON SCHOOL
(11 to 16; comprehensive; 940; mixed)
Percy Road, Whitton, Middlesex TW2 6JW

Applications are invited for the following post, available from September 1, 1978. Outer London allowance payable.

ASSISTANT TEACHER OF HISTORY
Scale 1

Applicants must be able and willing to teach across the entire age and ability range, including C.S.E. and G.C.E. "O" level work. The successful candidate will have the opportunity also to join an enthusiastic team about to introduce a first year integrated course including geography, history and religious education. Participation in the fourth and fifth year successfully established social science course will also be possible. A concern for good academic standards is essential and a qualification in geography would be helpful.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school immediately.

Mathematics

Heads of Department

DAVIES'S

(Hove)

An Independent College of F.E. HEAD of MATHEMATICS required September, 1978 (preferably) or January, 1979.

Davies's Salary Scale 2 (£3,409 to £3,184 approx.) or Scale 3 (£4,218 to £5,060 approx.) depending on experience. Davies's has some 350 students with the majority taking some form of "A" level Mathematics.

Apply in writing, enclosing detailed c.v. and the addresses and telephone numbers of two referees to the Principal, Davies's, 47 Cromwell Road, Hove, Sussex, BN3 3ER.

Other Posts on Scale 2 and above

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
RHYMNEY VALLEY DISTRICT
COMPREHENSIVE SCHOOL
Rhymney
(Social Priority Allowance Payable)

HONOURS GRADUATE in MATHEMATICS. Scale 3.

Application forms to be returned by 30th August, 1978, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, County Council Offices, Ystrad Mynach, Hengoed.

Canvassing will disqualify.

Scale 1 Posts

BERKSHIRE

WARREN FIELD COMPREHENSIVE SCHOOL
Long Readings Lane, Slough
N.O.R. 600

Required in September, 1978, for one year only a full time qualified teacher of MATHEMATICS to share work throughout the age-range 12 to 16 years.

Examination courses are followed to G.C.E. "O" level and C.S.E., the latter including a syllabus on Money Management.

The appointment could be on Scale 2 for suitably experienced teacher. Possibility of housing.

Please send full details of qualifications, training experience and names of two referees to the Headmaster at the School. Interviews will be held at the end of August.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
LEON SCHOOL
Bletchley

Required for September, 1978, or January, 1979, a TEACHER of MATHEMATICS. Work will be mainly with lower school pupils. Modern mathematics courses are used.

Scale 1 post

Bletchley is situated within the designated area of the new city of Milton Keynes and the Development Corporation is making a number of houses for rent available to teachers appointed to schools in the area.

Subject to the County Council's regulation: removal expenses up to £158 will be payable.

Application by letter giving full personal details and the names and addresses of two referees to the Head, Mr. D. B. Bradshaw, B.A., Leon School, Fern Grove, Bletchley, Milton Keynes MK2 3HQ.

ESSEX

CHALVEDON (11-18) COMPREHENSIVE
(Roll 1,440)
Wickford Avenue, Pitsea, Basildon.
Tel: Basildon 552536

Required for Autumn Term 1978, MATHEMATICS SPECIALIST to teach from first to fifth years. Outer London Fringe Allowance: possibility of rented accommodation.

Apply by letter to Headmaster (enclosing S.A.E.) as soon as possible with names of two referees.

NICHOLAS COMPREHENSIVE
(Roll 1,460)
St. Nicholas Lane, Laindon, Basildon, SS15 5NX
Tel: Basildon 43391

Required September MATHEMATICS TEACHER for whole range and to teach "O" Level and C.S.E.: S.M.P. Courses. Interest in slow learners helpful. Outer London Fringe Allowance: possibility of rented accommodation.

Further details and application form from Headmaster. (Foolscap S.A.E. please).

ST. MARTIN'S SCHOOL
(no religious connection)
(Roll 1,000)
Hanging Hill Lane, Hutton, Brentwood.
Tel: 0277 227650

MATHEMATICIAN required for well-established Comprehensive School for September, to share work up to 6th Form in a well organised and successful department. Curriculum vitae to Headmaster immediately.

ST. HELENA SCHOOL
(Roll 1,000)
Sheepen Road, Colchester
Tel: Colchester 72271

TEACHER of MATHEMATICS September, 1978. To teach all ability range to 5th year. Permanent appointment for suitable applicant.

Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the School to whom completed application forms should be returned. (Foolscap S.A.E. please).

HARROW

EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, South Harrow, Middlesex
Telephone: 01-864 7680

Required from September for one term only a TEACHER of MATHEMATICS for this 12 to 16 years mixed Comprehensive High School.

Letters of application to the Education Department, P.O. Box 22, Civic Centre, Harrow, Middlesex, within seven days.

LONDON, S.W.12

CLAPHAM COLLEGE
Malwood Road SW12 8EN
(R.C. (B.D.), 6 form entry Comprehensive)
Telephone: 673 7122

Required a.s.a.p. a G.S. TEACHER of MATHEMATICS. The timetable of the successful applicant would be decided on the basis of consultation.

Visits to the school welcome. Please write to the above address for application form.

LONDON

ST. ANGELA'S URSULINE CONVENT

Forest Gate, London, E7 8HX

(Girls' Comprehensive High School, 870 on roll)

Required September: TEACHER of MATHEMATICS to "O", "A" and C.S.E. levels.

Scale 2 available for suitable applicant.

Apply in writing to the Headmistress, giving the names and addresses of two referees.

REDBRIDGE

(London Borough of)
SECONDARY EDUCATION
MATHEMATICS
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South
Seven Kings, Ilford
Telephone Number: 597 3133
Head Teacher, Mr. E. B. Davis B.A.

Suitably qualified TEACHER of MATHEMATICS (Scale 1) required for September, 1978. In this 11 to 18 mixed comprehensive school with a large building programme and well-established Mathematics Suite.

Outer London Allowance is payable.

Application forms available from and returnable to the Chief Education Officer, 255-259 High Road, Ilford IG1 1NN, as soon as possible, or STAP.

SOMERSET

FROME COLLEGE
Frome

(13 to 18 mixed comprehensive, 1,380, 161 in Sixth Form F.E. college combined on separate sites)

For January, 1979, or earlier if possible. TEACHER of MATHEMATICS. Scale 1. S.M.P. syllabus followed throughout the school. Large well equipped mathematics department prepares candidates for C.S.E., "O", "A" and "S" level examinations.

Applications by letter in the first instance to The Principal, giving full details and names of two referees as soon as possible. Please enclose two S.A.E.s for job description application form and final result.

STAFFORDSHIRE

COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BLYTHE BRIDGE HIGH SCHOOL
Cheadle Road, Blythe Bridge
Stoke-on-Trent ST11 9PW
Group 10
Age Range 11 to 18 years
No. on roll: 1,143

Required for October 1, 1978—TEACHER of MATHEMATICS (Scale 1). The school has a strong Mathematics Department and caters for the 11 to 18 age range.

Forms of application are obtainable, on receipt of a S.A.E., from the Area Education Officer, P.O. Box 25, Unity House, Hanley, Stoke-on-Trent ST1 4QP, to whom they should be returned not later than September 11, 1978.

WALSALL

(Metropolitan Borough of)
EDUCATION COMMITTEE
MANOR FARM COMPREHENSIVE SCHOOL
King George Crescent, Rushall, Walsall
(Re-advertisement)

TEACHER of MATHEMATICS required to join a lively well equipped department in this new purpose-built comprehensive school.

Application should be made by letter giving the names and addresses of two referees to the Head Teacher at the school.

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Required for September, 1978.
RUSH CROFT HIGH SCHOOL
Rushcroft Road, London, E.4
Head Teacher, Mr. L. A. Banister

TEMPORARY MATHEMATICS TEACHER, full or part-time, required for one term for this new purpose-built, mixed comprehensive High School for the 11-14 years age range, opening in September, 1978 with 180 11 year old pupils.

Application forms obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date August 30, 1978.

WIGAN

(Metropolitan Borough of)
WIGAN MESNES HIGH SCHOOL
Parson's Walk, Wigan WN1 1RT
(13 to 18 Mixed Comprehensive)

Required for September, 1978: Temporary TEACHER for MATHEMATICS.

Apply immediately by letter to the headteacher at the school (A53).

Modern Languages

Scale 1 Posts

BEXLEY

(London Borough)
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent
(Roll 880)

Required as soon as possible, a qualified TEACHER of FRENCH able to offer German as a subsidiary, in a well equipped and lively department.

L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms available from: Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent, and returnable to the School. A S.A.E. (foolscap) should be sent with the request for an application form. If acknowledgement is required, a further S.A.E. should be enclosed. Unless applicants are called for interview, no further communication will be made.

BROMLEY

(London Borough of)
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ

Required as soon as possible, a TEACHER of FRENCH, preferably offering either German or Latin as a subsidiary. The school is in new buildings and has a Languages Suite with a language laboratory. French is taught from the first year onwards, German from the third and Latin from the fourth.

Removal and other expenses payable in approved cases.

Apply by letter to the Headmaster giving details and names of two referees.

CUMBRIA

EDUCATION COMMITTEE
ST. AIDANS SCHOOL
Lismore Place, Carlisle
Mixed, 11 to 19
(1,500 pupils)
Headmaster, N. D. Sidaway, B.A.

Fully comprehensive, non-denominational. Organised pastorally in three horizontal schools and academically in seven faculties.

FACULTY OF LANGUAGES

Required for October, 1978, a full-time temporary teacher of German, with some French, to take over the work of a member of the department on maternity leave. Salary Scale 1.

German is taught to "A", "O" and C.S.E. levels. Particular interest in German studies would be an advantage, the first examination for this new course will be in 1980.

Application forms available from the Headmaster at the school (S.A.E. to be enclosed.)

DUDLEY

METROPOLITAN BOROUGH

THE PENSNETT SCHOOL
Tiled House Lane, Pensnett
(12 to 16 co-educational comprehensive: 880 on roll)

Required for September, 1978, TEACHER of FRENCH, preferably with the ability to offer German. Post could be either permanent or temporary for one term.

Apply immediately by letter to the Headmistress, Miss A. Stansfield, 7 Tipton Road, Sedgley, West Midlands.

HAMPSHIRE

SOUTH EAST AREA
BROOM FIELD SCHOOL
Middle Park Way, Havant PO9 4DA
(12 to 16 mixed Comprehensive, 1,300 on roll)

Required for September, 1978, TEACHER of GERMAN with FRENCH and or ENGLISH. Scale 1.

Applications to the Head, together with a full Curriculum Vitae and S.A.E. for details, as soon as possible please.

HAVERING

(London Borough of)
EDUCATION DEPARTMENT
Required September, 1978.
BRITTONS SCHOOL
(Roll: 1,270 co-ed)
Ford Lane, Rainham, Essex
11 to 18 comprehensive, situated on one site.

S.P.A. Allowance £201-£276 p.a. payable.

TEACHER of FRENCH to join an enthusiastic and thriving department. The school has many contacts with the Continent and the successful applicant is expected to be involved in these activities.

This is a temporary post replacing a permanent member of staff on maternity leave.

There is a scheme for removal expenses.

Letters of application to Headteacher giving full curriculum vitae and quoting two referees.

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
HEADLANDS SCHOOL
Beverley Road, Bridlington, North Humberside
(Co-educational Comprehensive: Number on roll 1,460)
Scale 1 post.

Required for September, 1978, a TEACHER of FRENCH and GERMAN. Able to share in the teaching of both languages up to G.C.E. "O" level. In the first instance the main commitment would be in French.

Application forms are available from the Headmaster at the school, to whom completed forms should be returned by 25th August, 1978. S.T.A.P. forms are acceptable for this vacancy.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
Astor Avenue, Dover
Scale 1.

Required for January, 1979, a GRADUATE to teach FRENCH in a well-equipped department. Assistance with games essential and a willingness to assist with sailing a strong recommendation.

Applications with Curriculum Vitae to the Headmaster at the school including names of two referees.

LEICESTERSHIRE

HEATHFIELD HIGH SCHOOL
Holly Vale Road, Earl Shilton, Leicester

In the Leicestershire Plan for the Organisation of Secondary Education. High 11-14
Roll 920

MODERN LANGUAGES

Scale 1.

Required August, if possible, or January to join a modern languages team of five.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.a.e.)

Lancashire County Council

LANCASHIRE EDUCATION COMMITTEE

Closing date: August 28, 1978

Primary School
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Head Teacher at the School. S a e please.

PRIMARY SCHOOL

HEADSHIP

BURSCOUGH METHODIST SCHOOL. 272 on roll
January 1, 1979.
Group 5.

SECONDARY SCHOOLS

SCALE 1 POSTS

OSWALDTWISTLE RHYDDINGS COUNTY HIGH
Haworth Street, Oswaldtwistle (1,050)
September, 1978.
Remedial English/Maths.

BURNLEY BARDEN HIGH SCHOOL, Heald Road
Roll 880 Boys, 11-16 years
January 1, 1979.
Geography and Geology to C.S.E. and G.C.E. 'O' Level.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology
Home Economics
Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

NURSERY

Teaching Posts Reference

(C) A number of vacancies exist throughout Midlothian Division. Candidates should have a recognised Nursery Qualification and/or Nursery experience.

PRIMARY

Reference	School	Responsibility Allowance
Headteachers		
(B)	Nether Currie Primary School	£1,716
(B)	Sighthill Primary School	£2,832 (Subject to review)
(C)	Ladywood Primary School, Penicuik (New Post)	£1,989
(D)	Uphall Station Infant School	£717
Assistant Headteachers		
(B)	Burdiehouse Primary School (Early Education)	£1,134 (Subject to review)
(B)	Craigmuir Primary School (Early Education)	£1,134 Subject to review
(B)	Greendykes Primary School (Early Education)	£906
(B)	St Mark's RC Primary School (Early Education)	£687 (Subject to review)
(D)	Linlithgow Primary School (Middle School)	£1,134

SECONDARY

Reference	School	Post	Responsibility Allowance
Principal Teachers			
(B)	Castlebrae High School	Post (1): Chemistry; Post (2): Guidance	£1,404
(B)	Gracemount High School	Post (1): English; Post (2): Mathematics	£1,287
(B)	Portobello High School	Technical Education	£1,872
(B)	St Augustine's High School	Chemistry	£1,650 (Subject to review)
(C)	Dalkeith High School	Home Economics	£1,497
(C)	Lasswade High School	Business Studies	£1,650
(C)	Newbattle High School	Geography	£1,287
(D)	Broxburn Academy	Religious Education	£1,287
Assistant Principal Teachers			
(A)	Musselburgh Grammar School	Modern Languages (Re-advertisement)	£750
(B)	Ainslie Park High School	Guidance	£702
(B)	Craigroyston High School	Guidance	£750
(B)	Currie High School	Science (2 Posts)	£789
(B)	Drummond High School	Guidance	£690 (Subject to review)
(B)	Gracemount High School	Art	£645
(B)	Royal High School	Science	£789
(D)	Craigshill High School	Guidance	£786

Reference	School	Subject
Teaching Posts		
(A)	Dunbar Grammar School	Chemistry
(A)	Musselburgh Grammar	Mathematics; Science 'General'
(A)	Preston Lodge High School	Geography; Physics; Science 'General'
(A)	Ross High School	Mathematics; Physical Education ('Responsible mainly for Boys' Classes')
(B)	Ainslie Park High School	German & French or another Language
(B)	Broughton High School	Chemistry; French/German
(B)	Castlebrae High School	Mathematics; Remedial Education
(B)	Craigmount High School	Technical Education
(B)	Craigroyston High School	Business Studies/Economics; Music; Remedial Education
(B)	Holy Rood High School	Business Studies/Economics; Technical Education
(B)	James Gillespie's High School	Physics
(B)	The Royal High School	French/German
(C)	Dalkeith High School	Mathematics
(C)	Greenhall High School	Remedial Education
(C)	Newbattle High School	Home Economics; Mathematics; Remedial Education
(C)	Penicuik High School	Mathematics; Physics; Technical Education
(C)	St David's High School, Dalkeith	Remedial Education
(D)	Armadale Academy	Technical Education
(D)	Craigshill High School	Technical Education
(D)	Our Lady's High School, Broxburn	Mathematics; Biology—Temporary Post
(D)	West Calder High School	Modern Languages French/German—Temporary Post
(D)	Whitburn Academy	Business Studies
(B)	Craigroyston High School	Schoolhouse Unit

A teacher is required with an interest in Guidance and possibly special education/remedial qualifications. The Schoolhouse is a Unit housing 12-15 maladjusted secondary students under supervision of 2 teachers. Students who stay a maximum of 4 terms in this unit are given individual instruction in basic subjects and counselling and do group work in practical subjects with some specialist teachers.

Housing may be available for posts in West Lothian and East Lothian Divisions, further information can be obtained from the Divisional Education Officers.

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.

Candidates should specify for which post they wish to apply.

Application forms are available from the appropriate Divisional Education Officer at the following addresses:—

For posts marked Reference (A) Divisional Education Officer, East Lothian Division, County Buildings, Court Street, HADDINGTON.

For posts marked Reference (B) Divisional Education Officer (quoting reference B/ST), Edinburgh Division, 40 Torphichen Street, EDINBURGH EH3 8JJ.

For posts marked Reference (C) Divisional Education Officer, Midlothian Division, 30 Torphichen Street, EDINBURGH EH3 8JJ.

For posts marked Reference (D) Divisional Education Officer, West Lothian Division, 89/91 High Street, LINLITHGOW, West Lothian.

The closing date for applications is Friday, 1 September, 1978.

SECONDARY
Modern Languages continued

LIVERPOOL
NEW HEYS MIXED COMPREHENSIVE SCHOOL
Heath Road, Liverpool L19 4TN
Required for September, 1978: ASSISTANT for FRENCH, Scale 1. Quote reference P+M 921(b).
Application forms available from and returnable to the Head Teacher at the school by 28th August, 1978 (S.A.E.).

SURREY
EDUCATION COMMITTEE
12 to 16 comprehensive
Scale 1 post
REDSTONE SCHOOL
Redhill
FRENCH, with ability to teach German to "O" or C.S.E. level.
Telephone Redhill 66441 (Area Office).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1978: WARWICK BOYS' HIGH SCHOOL, Barrett Road, London E17 3ND. Headteacher, Mr. C. N. Ruff. TEMPORARY FRENCH/SPANISH TEACHER
Required for one term in this Boys' comprehensive High School (620 on roll 11 to 14 years) to teach throughout.
Closing date 30th August, 1978. Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for September, 1978: WARWICK GIRLS' HIGH SCHOOL, Brooke Road, London E17 3ND. Head Teacher, Mrs. K. Stephens. TEMPORARY FRENCH TEACHER
Required for one term in this girls' Comprehensive High School (530 on roll 11 to 14 years) to teach throughout.
Closing date 29th August, 1978. Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WIGAN
(Metropolitan Borough of)
Orrell Mount, Wigan WN5 8HN (11 to 16; mixed; comprehensive)
Required as soon as possible, TEACHER for GERMAN (Scale 1).
Ability to assist with lower school history an advantage.
Application forms and further particulars available from and returnable to, the Head Teacher at the school (S.A.E., please).
Closing date: August 25, 1978.

Music
Scale 1 Posts

DERBYSHIRE
ST. MARY'S R.C. HIGH SCHOOL
Cross Street, Chesterfield
St. Mary's is a five-form entry co-educational school, serving Chesterfield and North-East Derbyshire. For September 1978, or January, 1979, qualified full-time TEACHER for GENERAL SUBJECTS. Ability to develop established school brass band an advantage.
Salary according to qualifications and experience.
Applications by letter with curriculum vitae and details of 2 referees to the Headmaster at the school. S.A.E., please.

Physical Education
Scale 1 Posts

ENFIELD
(London Borough of)
ENFIELD CHACE SCHOOL
(Girls' Comprehensive)
Holly Walk, Enfield, Middlesex
Roll: 1,400
Required for September, 1978, TEACHER of PHYSICAL EDUCATION (Scale 1). Applicants are asked to state second teaching subject.
Previous applicants will be considered.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (S.A.E.) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Enfield EN1 3XQ, to be returned to the Headmistress at the school as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
Astor Avenue, Dover
Scale 1
Required for January, 1979, a P.E. SPECIALIST to complete a team of three and to divide time between P.E. and FRENCH to "O" level. Willingness to assist with sailing a strong recommendation.
Applications with Curriculum Vitae to the Headmaster at the School including names of two referees.

Religious Education
Scale 1 Posts

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate, North Yorkshire
(Comprehensive, Co-educational), 1,600 pupils
Required January, 1979 MASTER or MISTRESS to teach SCRIPTURE throughout the school as a non-examination subject. Ability to help with O.G.E. "O" level Latin would be a strong recommendation. Scale 1.
Applications should be sent direct to the Headmaster, giving the names of two referees.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
ST. FRANCIS OF ASSISI R.C. COMPREHENSIVE SCHOOL
Erdington Road, Aldridge, Walsall
RELIGIOUS STUDIES (Scale 1). Newly qualified graduate RELIGIOUS STUDIES TEACHER to join well established department.
This is an 11 to 18 R.C. mixed comprehensive school.
Applications should be made by letter giving full details and addressed to the Chairman of Governors, c/o the school.

Science
Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BEECH HILL HIGH SCHOOL
Dunstable Road, Luton, Beds.
Headmistress: Mrs. V. Mitchell-Hawley, O.B.E., M.Ed.
Required for September, 1978, a TEACHER to be responsible for the teaching of PHYSICS to C.S.E. and G.C.E. levels. The successful applicant would need to have an unbiased understanding of a multi-cultural school community, and be prepared to be one of a progressive Departmental Team currently developing courses for a wide range of abilities concomitant with the recommendations relating to language in the Bullock Report. Scale 2 plus S.P.A.
Some assistance with accommodation may be possible.
Application forms obtainable from and returnable to the Headmistress (S.A.E., please).

EALING
(London Borough)
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
Western Road, Southall, Middlesex UB2 5HF
Required for September, 1978, or as soon as possible, a TEACHER of PHYSICS, Scale 2, for this multi-ethnic high school. Ability to teach to "O" and "A" level essential.
London Weighting £402 plus Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Applications to Teachers Section, Education Office, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (S.A.E.).

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road
Wimbledon SW19 1NU
Headmaster: Mr C. W. Hound M.A.
TEACHER of PHYSICS required for one term.
See under Secondary, Scale 1.

Scale 1 Posts

BARNET
(London Borough)
GRAHAME PARK SCHOOL
Corner Mead, Grahame Park Way, NW9
01-205 7111
Mixed Comprehensive
11-18. Roll 700
Required September, 1978, TEACHER (Scale 1) of SCIENCE. Timetable will cover the age range and include "A" level Physics teaching with some Combined Science.
Payment of removal expenses in approved cases.
Application by letter to the Headmaster at the school with the names and addresses of two referees. (S.A.E.)
Director of Educational Services.

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
(Six-form entry, co-educational, 11 to 19 years)
Required for September, 1978, MASTER/MISTRESS to teach PHYSICS to "O" level. Part-time appointment for one year. The school offers good experience in an enthusiastic teacher interested in working in a disciplined and responsive environment. A keen interest in public examination work is essential. Places in the balanced intake of this school, which has 200 in the Sixth Form, are greatly in demand and the school enjoys an attractive location convenient to London.
Application forms and further particulars may be obtained from Dr. J. S. Loeming at the school, to which completed forms should be returned as soon as possible. (Telephone: 01-462 2767).

CLWYD
COUNTY COUNCIL
CONNAH'S QUAY HIGH SCHOOL
Golftyn Lane, Connah's Quay Deeside 813491
(11 to 18, 1,180 pupils)
Head: Brian Unwin, M.A.
Required for the Autumn Term, 1978 only: PHYSICIST to teach Physics to "A" level with some Integrated Science and Maths in the lower years.
Applications should be made by letter to the Head immediately giving full details of qualifications and names and addresses of three referees.
John Howard Davies, Director of Education, Shire Hall, Mold.

DYFED
EDUCATION COMMITTEE
Required as soon as possible:
GWENDRAETH GRAMMAR SCHOOL
Drefach, Llanelli (650 pupils)
GRADUATE to teach PHYSICAL SCIENCE and/or PHYSICS and CHEMISTRY to G.C.E. Ordinary Level. Scale 1 post. Letters of application with curriculum vitae should be sent to the Headteacher of the School by 1st September 1978.
Canvassing directly or indirectly will disqualify.
W. F. Phillips, Director of Education, Education Department, Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

ESSEX
BELFAIRS HIGH SCHOOL FOR BOYS
(Roll 850)
Highlands Boulevard, Leigh-on-Sea
Telephone: Southend 74496
CHEMISTRY
(Re-advertisement)
A TEACHER of CHEMISTRY required in September for one term (with possibility of permanent appointment). Subject taught to "O" and "A" level. Good facilities.
Letter of application with full curriculum vitae direct to Headmaster. (Enclose foolscap S.A.E.).

NICHOLAS COMPREHENSIVE
(Roll 1,460)
St. Nicholas Lane, Laindon, Basildon SS15 5NX
Telephone: Basildon 43391
SCIENCE
Teacher of PHYSICS and/or CHEMISTRY to teach subjects throughout the School in successful well established department. Nuffield schemes used. Outer London Fringe Allowance: possibility of rented accommodation.
Further details and application form from Headmaster. (Foolscap S.A.E. please.)

NEWPORT FREE GRAMMAR SCHOOL
(Roll 650)
Newport, Saffron Walden CB11 3TR
Telephone: 0799 40237
JUNIOR SCIENCE
Trained TEACHER required for JUNIOR SCIENCE in this developing Comprehensive School. Ability to assist with other subjects and games a considerable advantage.
Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned (foolscap S.A.E. please).

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,175; Co-ed.)
Appleby Drive, Romford RM3 7H
S.P.A. Allowance £201/£276 per annum payable.
Required September 1978, Temporary TEACHER of SCIENCE preferably to teach Physics up to "A" level.
This is an appointment for one term only.
Letters of application to the Head Teacher giving full curriculum vitae and quoting two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
FOREST LODGE SCHOOL
Lodge Lane, Collier Row, Romford RM5 2LD
(Roll 1,500; Co-educational)
Required January, 1979, or earlier if possible:
A TEACHER to join a large Science Department and teach PHYSICS and INTEGRATED SCIENCE. The department is located in large well equipped laboratories and "O" and "A" level courses in the main Sciences.
The teacher appointed would share the teaching of Science and work in Physics to "A" level. A Scale 2 post may be available for a suitably qualified candidate.
There is a scheme for removal expenses.
Apply by letter to Head Teacher giving full curriculum vitae and the names of two referees.

HERTFORDSHIRE
LANGLEYBURY SCHOOL
Hunton Bridge, near Kings Langley
(Roll 920 mixed all ability)
Required September, TEACHER of BIOLOGY and RURAL SCIENCE for 3½ days a week with a strong possibility of becoming full time in January, 1979. Scale 1 plus London fringe allowance £1. Nuffield Combined Science is taught in the Lower School. In the Upper School there are courses to C.S.E., "O" and "A" level, and Human Biology and Environmental Studies in the Sixth Form.
Langleybury School has extensive grounds containing a Rural Farm Unit and Nature Reserve.
Apply in the Headmaster with full particulars, including names, addresses and telephone numbers of two referees.

TAYSIDE REGIONAL COUNCIL

POSTS OF RESPONSIBILITY

PRIMARY

(A) FRIOCKHEIM PRIMARY SCHOOL—HEAD TEACHER. R.A. £1,320
(A) NORTHMUIR PRIMARY SCHOOL, KIRRIEMUIR—ASSISTANT HEAD TEACHER (EARLY EDUCATION). R.A. £785.
(P) ST. JOHN'S R.C. PRIMARY SCHOOL, PERTH—ASSISTANT HEAD TEACHER (EARLY EDUCATION). R.A. £785.

SECONDARY

(D) GROVE ACADEMY, DUNDEE—PRINCIPAL TEACHER OF RELIGIOUS EDUCATION. R.A. £1,678.
(D) HARRIS ACADEMY, DUNDEE—ASSISTANT PRINCIPAL TEACHER OF ENGLISH. R.A. £903.
(D) KIRKTON HIGH SCHOOL, DUNDEE—ASSISTANT PRINCIPAL TEACHER OF HOME ECONOMICS. R.A. £750.
(D) ROCKWELL HIGH SCHOOL, DUNDEE—PRINCIPAL TEACHER OF PHYSICAL EDUCATION. R.A. £1,287. ASSISTANT PRINCIPAL TEACHER OF GUIDANCE. R.A. £645.
(D) LAWSIDE R.C. ACADEMY, DUNDEE—PRINCIPAL TEACHER OF GEOGRAPHY. R.A. £1,578. PRINCIPAL TEACHER OF HISTORY. R.A. £1,570.
(D) ST. JOHN'S R.C. HIGH SCHOOL, DUNDEE—ASSISTANT PRINCIPAL TEACHER OF MODERN LANGUAGES R.A. £645
(D) ST. SAVIOUR'S R.C. HIGH SCHOOL, DUNDEE—ASSISTANT PRINCIPAL TEACHER OF ENGLISH. R.A. £750.
(P) PERTH GRAMMAR SCHOOL—ASSISTANT RECTOR (INFORMAL EDUCATION). R.A. £2,064.
(P) PERTH ACADEMY—ASSISTANT PRINCIPAL TEACHER OF ENGLISH. R.A. £864.
(P) KINROSS HIGH SCHOOL—PRINCIPAL TEACHER (GUIDANCE) (GIRLS). R.A. £885.

TEACHER POSTS

(A) ARBROATH HIGH SCHOOL—ENGLISH.
(A) ARBROATH ACADEMY—ENGLISH, MATHEMATICS.
(A) BRECHIN HIGH SCHOOL—MUSIC.
(A) CARNOUSTIE HIGH SCHOOL—CHEMISTRY, MUSIC.
(A) FORFAR ACADEMY—ENGLISH (Temporary Post), MUSIC.
(A) MONTROSE ACADEMY—MATHEMATICS (Temporary Post).
(A) NEWTYLE SECONDARY SCHOOL—ENGLISH/HISTORY.
(P) ALYTH HIGH SCHOOL—FRENCH and GERMAN.
(P) AUCHTERARDER HIGH SCHOOL—SCIENCE.
(P) BLAIRGOWRIE HIGH SCHOOL—MATHEMATICS.
(P) BREADALBANE ACADEMY, ABERFELDY—FRENCH and GERMAN, CHEMISTRY, MODERN LANGUAGES.
(P) CRIEFF HIGH SCHOOL—PHYSICS and CHEMISTRY ('O' Grade).
(P) KINROSS HIGH SCHOOL—BUSINESS STUDIES (Typing, Shorthand and Accounting), FRENCH and GERMAN.
(P) PERTH GRAMMAR SCHOOL—BUSINESS STUDIES (2 Posts), CHEMISTRY, FRENCH and GERMAN, PHYSICS. (Applicants for part-time duties will be considered for these posts).
(P) ST. COLUMBA'S R.C. HIGH SCHOOL, PERTH—CLASSICS, TECHNICAL EDUCATION.
(A) TEACHER OF VIOLIN—Required to teach in primary and secondary schools in Carnoustie area.

Applicants for posts in Roman Catholic schools must satisfy the Roman Catholic Church Authorities as to their religious belief and character.

Application forms and full details are obtainable, according to the annotations from:
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LG.
(D) Divisional Education Officer, Floor 7, Tayside House, 28 Crichton Street, Dundee DD1 3RL.
(P) Divisional Education Officer, 8 York Place, Perth PH2 8EP.

The closing date for the receipt of applications is Monday, 4 September, 1978.

SECONDARY
Science continued

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HEADLANDS SCHOOL
Sewerby Road, Bridlington, North Humberside
(Co-educational Comprehensive: Number on roll 1,400)
Scale 1 post.
Required for September, 1978, a specialist TEACHER of PHYSICS, willing to assist the combined Science courses. The successful candidate will be required to teach in both Upper and Lower schools. A temporary appointment until January, 1979, would be considered.
Application forms are available from the Headmaster at the school, to whom completed forms should be returned by 25th August, 1978. S.T.A.P. forms are acceptable for this vacancy.

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes
Age range 13 to 18 years (1,125 on roll)
Required for September, SCIENCE TEACHER (Scale 1), to teach Nuffield Physics "O" and C.S.E.) with some Chemistry and Combined Science (Nuffield Secondary Science). Possibility of "A" level and Scholarship Physics for suitable candidate.
Application forms (S.A.E.) from the Headteacher, to whom they should be returned as soon as possible.

LEICESTERSHIRE
CASTLE DONINGTON HIGH SCHOOL
Mount Pleasant, Castle Donington, Derby (Roll 750)
RURAL SCIENCE
Scale 1
Required January or if possible October.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LONDON, S.W.1
WESTMINSTER CITY SCHOOL
55 Palace Street, London SW1E 5HJ
(Telephone 01-834 7419)
For September, 1978, PHYSICS TEACHER, Scale 1, at this Church of England Voluntary Aided three form entry boys' grammar school, reorganised to accept its first four form entry comprehensive intake in September, 1977. The person appointed must teach at least up to "O" Level with possibility of "A" Level work for a qualified person. Knowledge of modern approaches in science required. Willingness to teach Integrated Science in lower school essential.
Further details and application form obtainable on receipt of s.a.e.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM (MIXED) HIGH SCHOOL
Southey Road, Wimbledon SW19 1NU
Headmaster: Mr. C. W. Bound, M.A.
Age Range: 13 to 18 years
Required for September, a TEACHER for 1 Term appointment to teach PHYSICS up to "A" Level. Scale post available for suitably qualified and experienced teacher. Full time appointment may be available from January.
Apply by letter to the school as soon as possible. Further details may be obtained by telephoning the school, 01-542 4538, or the Headmaster, 01-543 0360.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
MANOR FARM COMPREHENSIVE SCHOOL
King George Crescent, Rushall Walsall
(Re-advertisement)
PHYSICS TEACHER required for September 1978 to join the staff of this new purpose-built Comprehensive School. The Science Department has a very well-equipped suite of laboratories.
Application should be made by letter, giving the names and addresses of two referees, to the Head Teacher at the school.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1978: WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London, E17 6QD
Head Teacher: Mrs. J. Dowell, B.Com., M.Phil.
SCIENCE TEACHER required for this mixed comprehensive Senior High School (660 on roll, 14 to 19 age range). An integrated course is followed to C.S.E. and "O" level; the separate Sciences are studied for "A" level.
Closing date: August 30th, 1978, for applications.
Application forms and further details obtainable from the Head Teacher on receipt of S.A.E.

WEST SUSSEX
SOUTHERN AREA
STEYNING GRAMMAR SCHOOL
Voluntary Controlled C. of E.
11 to 18 Comprehensive, Day and Boarding. No. on roll: 2,015 including 107 boy boarders and 220 in sixth form).
Required September, TEACHER for INTEGRATED SCIENCE and PHYSICS (C.S.E. with some Physics to "O" and "A" level).
Apply by letter direct to Headmaster giving names and addresses of two referees.

SMALL HAPPY PRIVATE SIXTH FORM Science College requires A-level teachers, twin subjects preferred. Chemistry immediate. Physics and Maths on Standby but definitely Sept. 79.—Photo, c.v. 2 written confidential refs. Box 14914 Nairobi. Tel. 60717.

Social Studies
Scale 1 Posts

BEXLEY
(London Borough of)
ST. CATHERINE'S SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent.
Roll 700
Required for September 1978, or as soon as possible, TEACHER of SOCIOLOGY C.S.E., G.C.E. and "O" level teaching to years 4, 5 and 6. Ability to teach History to C.S.E. an added recommendation.
London Additional Allowance £297. Assistance with removal expenses, legal expenses and disturbance allowance can be considered.
Application forms available from: Chief Education Officer for Schools (T7) Town Hall, Crayford, Kent and returnable to the School. A S.A.E. (foolscap) should be sent with the request for an application form.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Roll: 1,100 mixed.
This is a high school, age-range 11 to 16, in the Thames-side Scheme for secondary organisation. Children of all abilities are received into the Lower School, and the Main School courses mostly lead to G.C.E. or C.S.E. qualifications.
Required for September, TEACHER of SOCIAL STUDIES, Scale 1. This post is within the Humanities Faculty, and the teacher would be expected to bring a wider dimension to an integrated scheme of work of which the core is the contributions of history and geography teachers. Applicants should therefore have main interests in at least those or two other subjects amongst those customarily described as social sciences. Team work is a particular feature of the Faculty's mode of operation.
Applications will be welcomed from new entrants to the profession as well as from established teachers.
Apply immediately (no forms) giving full particulars and the names and addresses of professional referee to the Headmaster.

Technical Studies
Other Posts on Scale 2 and above

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE NEAVE SCHOOL
(Roll 930, Coeducational)
Settle Road, Harold Hill, Romford, RM3 9XX
S.P.A. allowance £201-£276 payable
Required September, 1978, TEACHER of TECHNICAL STUDIES (Scale 3) to teach wood and metalwork to "O" level. This is a temporary appointment for the Autumn Term only.
Please apply by letter to the Headmaster as soon as possible, giving full curriculum vitae and quoting two referees.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
REDBORNE UPPER SCHOOL AND COMMUNITY COLLEGE
Ampthill, Beds.
Tel.: Ampthill 404462
Headmaster: L. J. Culkheth, B.A., B.Sc. (Econ.)
Required for January (earlier if possible) a TEACHER of TECHNICAL STUDIES mainly for METALWORK, DESIGN, TECHNOLOGY and to assist with Technology projects.
Candidates should be adaptable, and have drive, initiative and wide interests. Public examination courses well established.
Scale 2 post available for suitably experienced candidate but applications welcome from newly qualified teachers.
Apply direct to the Headmaster at the school, for further details giving full details and name and address of at least one referee (S.A.E. please).

ESSEX
CHALVEDON (11-18) COMPREHENSIVE
(Roll 1,440)
Wickford Avenue, Pitsea, Basildon
Telephone Basildon 553530
TECHNICAL STUDIES
Required for Autumn Term, 1978, TECHNICAL STUDIES SPECIALIST (mainly metalwork with some Technical Drawing). Outer London Fringe allowance; possibility of rented accommodation.
Apply by letter to Headmaster (enclosing s.a.e.) as soon as possible with names of two referees.

ENFIELD
(London Borough of)
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton N9 8DR
Comprehensive Upper School (14-18) mixed, Eight form entry, Group 9.
TEACHER or INSTRUCTOR required full or part-time in September to teach TECHNICAL DRAWING and or METALWORK in a well established department, industrial experience an advantage.
London Allowance payable £297 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Apply by letter or telephone to the Headmaster at the school, Telephone 01-804 2376.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
STUDIES
THE NEAVE SCHOOL
TEACHER of TECHNICAL STUDIES
See full details under Sec. Technical Subjects Scale 2 and above.

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey
Roll, 950 mixed all-ability
90 in Sixth Form
Required September, TEACHER to join TECHNICAL STUDIES Department with an emphasis on engineering metalwork and technical drawing. Technical Subjects are studied throughout the school. The department is staffed by an enthusiastic team of specialists who generate a lively response in both class and out-of-school activities. Scale 1 plus London fringe allowance.
Applications to Headmaster including curriculum vitae and names of two referees.

LIVERPOOL
NEW HEYES MIXED COMPREHENSIVE SCHOOL
Heath Road, Liverpool, L19 4TN
Required for September 1978: ASSISTANT for GEOMETRICAL and ENGINEERING DRAWING (Scale 1). Ability to teach Craft an advantage.
Quote ref. P. & M. 830(b).
Application forms available from (and returnable to) the Head Teacher at the school by 28th August 1978. (S.A.E.).

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane
London E13 8SG
(Tel.: 01-474 0231)
Roll: 1,400
Head Teacher: J. A. McDonald M.A.
Required for January, 1979—ASSISTANT TEACHER FOR WOODWORK (Scale 1)
The work will be mainly in the Upper School which comprises third, fourth and fifth year pupils and will include the preparation of pupils for external examinations.
Burnham scales plus London Allowance £402 plus Social Priority Allowance £201.
Application forms can be obtained from the Head Teacher and should be returned by September 8, 1978.

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
Head Teacher: Mr M. Smith, B.A.
Required September, 1978, for temporary appointment of one term only—TEACHER Scale 1 or suitably qualified instructor able to teach METALWORK and/or WOODWORK, ability to teach Technical Drawing in addition an advantage but not essential.
Please apply by letter giving curriculum vitae and names and addresses of two referees to the Head Teacher, enclosing S.A.E.

WILTSHIRE
COUNTY COUNCIL
DORCAN SCHOOL
St. Paul's Drive, Covingham Swindon
Headmaster, Edward Walls, M.A.
Required for September, a qualified TEACHER (Scale 1) to join the DESIGN AND CONSTRUCTION Department. An ability to teach Workshop Crafts and Technical Drawing would be especially welcome. The appointment is for one year and is due to the secondment of the Head of Department. The department has already established a good reputation in the county, and facilities are excellent.
Applications to the Headmaster as soon as possible.

Other than by Subject Classification
Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
REDBOURN SCHOOL
Crouch Hall Lane, Redbourn Herts
Required for September or January ASSISTANT TEACHER (Scale 2) for ENVIRONMENTAL STUDIES to teach throughout the school up to G.C.E. "O" and C.S.E. levels. Well-established courses in this interesting area.
Applications to the Headmaster, naming two referees, from whom further details may be obtained.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Beds.
Required for September, 1978, a suitably qualified TEACHER of MATHEMATICS and SCIENCE. Scale 1.
Familiarity with S.M.P. courses ability to teach Chemistry an advantage.
Application form and further details obtainable from the Head at the school.

BEXLEY
(London Borough)
CRAYFORD SCHOOL
Iron Mill Lane, Crayford, Kent
(Telephone: Crayford 629191)
TEACHER able to offer MUSIC and FRENCH required for September, 1978, or as soon as possible. The successful candidate would be joining two expanding departments, both of which are making a valuable contribution to the School's curriculum. Some examination work available for suitable candidate.
L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from: Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent, and returnable to the School. A S.A.E. (foolscap) should be sent with the request for an application form. If acknowledgement is required, a further S.A.E. should be enclosed. No further communication will be made unless applicants are called for interview.

CHESHIRE
EDUCATION COMMITTEE
ALL HALLOWS CATHOLIC HIGH SCHOOL
Brooklands Avenue, Macclesfield
1. PHYSICAL EDUCATION BOYS
2. RELIGIOUS EDUCATION
1. Required for September, Assistant teacher.
2. Required for 1st October. This is a temporary post for the remainder of the school year but a permanent appointment may be made in 1979.
This is 11 to 18 mixed comprehensive school.
Application forms (send S.A.E.), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

EALING
(London Borough)
EDUCATION SERVICE
Required as soon as possible, SUPPLY TEACHERS able to teach FRENCH, GERMAN, BUSINESS STUDIES, PHYSICAL EDUCATION in High Schools.
Applicants should be recognised by the Department of Education and Science.
Salary pro rata to Scale 1. London Weighting £402.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (S.A.E.).

ENFIELD
(London Borough of)
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton N9 8DR
Comprehensive Upper School (14-18) mixed. Eight form entry, Group 9.
Telephone 01-804 2376
Required for September, 1978, TEACHER required full or part-time for GENERAL SUBJECTS with SCIENTIFIC or TECHNICAL bias.
London Allowance £297 per annum.
Apply by letter or telephone to the Headmaster at the school.

ESSEX
FAIRFAX HIGH SCHOOL
(Roll 600 Boys)
Fairfax Drive, Westcliff-on-Sea
Telephone: 0702 49550
GENERAL SUBJECTS
Required for September in the 11-14 age range. Suitable for Junior/Middle School trained college leaver. One term only. Possibility of permanent post in January.
Applications by letter, quoting two referees, to the Headmaster as soon as possible.

MANCHESTER (City of)
EDUCATION COMMITTEE
LEVENSHULME HIGH SCHOOL
Crossley Road, Manchester M19 1FS
Required from September, 1978: Full-time or part-time applications are invited from qualified TEACHERS able to offer two or more of the following subjects: SCIENCE, MATHEMATICS, GEOGRAPHY, FRENCH, RELIGIOUS EDUCATION, MUSIC.
Applicants would be expected to show an interest in integrated areas of the curriculum.
This is a temporary one year appointment in the first instance.
Please telephone 061-224 4049 for application forms.
Closing date: August 25, 1978.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
A TEACHER of ART and three dimensional work required to join an enthusiastic team in this well equipped and successful department.
A Graduate TEACHER of PHYSICS required to join an enthusiastic team, in a well-equipped department. Examination work available.
Apply by letter to Mr. D. B. Ralson, M.A., Headmaster, Manor Farm Comprehensive School, King George Crescent, Rushall, Walsall.

Appointments in Scotland

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified registered teachers for the following posts:

DUNBLANE HIGH SCHOOL
Telephone: Dunblane 823825
ASSISTANT RECTOR
Responsibility payment: £1,578

FALKIRK HIGH SCHOOL
Telephone: Falkirk 29511
ASSISTANT RECTOR
Responsibility payment: £1,966

LARBERT HIGH SCHOOL
Telephone: Larbert 4235
ASSISTANT RECTOR (two posts)
Responsibility payment: £2,064

LORNSHILL ACADEMY
Alloa
Telephone: Alloa 214531
ASSISTANT RECTOR
Responsibility payment: £2,106

WALLACE HIGH SCHOOL
Stirling
Telephone, Stirling 62166
ASSISTANT RECTOR
Responsibility payment: £2,064

ALLOA ACADEMY
Telephone: Alloa 214979
PRINCIPAL TEACHER OF GUIDANCE
Responsibility payment: £1,287

Intending applicants may seek further details from the Rectors of the schools.
Application forms are available from and should be returned to the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, not later than Monday, 11th September 1978.

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

POSTS OF RESPONSIBILITY

Applications are invited from suitably qualified registered teachers for the following posts in the region:

Code	School	Post	Current Roll Whole	4 & later School years	Responsibility Element
AYR DIVISION — Regional Offices, Ayr KA7 1DR—Tel. Ayr 66922					
D 6	Loudoun Academy, Galston	Head Teacher	1,110	350	£4,803
R E 6	James Hamilton Academy Kilmarnock	Depute Head Teacher	1,185	281	£2,580
R E 6	Girvan Academy	Principal Teacher of English	757	259	£1,125
GLASGOW DIVISION — 129 Bath Street, Glasgow G2 2SY—Tel. 041-204 2900					
D 6 †	St Leonard's Secondary G34	Head Teacher	891	197	£4,467
R E 6	Glenwood Secondary G45	Principal Teacher of Music	748	197	£1,287
(There is a possibility that this school will be downgraded in the future)					
R E 6	John Street Secondary G40	Principal Teacher of Physics	505	96	£885
R E 6	Garnethill Convent Secondary G3	Assistant Principal Teacher of Music	334	101	£390
E 6 RDL SP	Castlecraig Residential School West Linton, Peeblesshire	Head Teacher	27	—	£744+£1234 (Serial No. 23(a))

Castlecraig Residential School provides residential education for up to 34 mentally handicapped maladjusted children in the 9-15+ age group. A five-apartment detached centrally heated house may be made available if wife or husband of the head teacher appointed were willing to be employed in the school in a teaching or non-teaching capacity. Otherwise, free board and lodging together with furnished accommodation for a single person would be provided.
Holidays are the same as for day schools and in addition there are arrangements for long week-end leave at regular intervals. In addition an allowance of £324 per annum is payable in respect of teaching maladjusted pupils. A residential non-superannuable allowance, presently amounting to £600 per annum (under review) would also be paid.

Code	School	Post	Current Roll Whole	4 & later School years	Responsibility Element
LANARK DIVISION — Regional Offices, Hamilton ML3 0AE—Tel. Hamilton 21100					
R E 6	Wishaw High	Assistant Head Teacher	1,007	350	£1,968
D 6	Claremont High, East Kilbride	Principal Teacher of Remedial Education	1,800	568	£1,947
D 6	Our Lady's RC High Motherwell	Assistant Principal Teacher of Modern Languages	2,223	664	£969
D 6	St Margaret's RC High Airdrie	Assistant Principal Teacher of Modern Languages	1,812	542	£825
RENFREW DIVISION — Regional Offices, Paisley PA1 1LE—Tel. 041-889 5454					
R E 6	Barrhead High	Depute Head Teacher (Community)	1,179	402	£2,403
R 6 E	Greenock High	Principal Teacher of Home Economics	1,218	459	£1,378
R E SP	Greenock Tutorial Centre	Head Teacher	24	—	£744+£324 maladjusted pupils allowance

NOTES:
1. Forms of application can be obtained from divisional education officers or Department of Education, 25 Bothwell Street, Glasgow G2 6NR and on completion should be returned to the divisional education officer in whose area the post is vacant.
2. Separate application forms are required for individual posts.
3. Job specifications in respect of assistant head teacherships in secondary schools may be obtained on request from the appropriate divisional education officer.
4. The closing date for applications is FRIDAY, 1 SEPTEMBER, 1978.
5. Teachers holding a post of responsibility are not eligible to apply for posts carrying a greater responsibility element until they have served in their present post for at least three years from the effective date of appointment. This restriction does not apply to depute head teachers, assistant principal teachers and applicants for posts which are re-advertised.

CODES
6 Six-year school;
SP Special School;
RDL Residential school;
R Re-advertisement. Previous applicants are not required to submit a further application. The stipulation in note 5 is not applicable.
R This post is being advertised outwith the region and is open to all suitably qualified registered teachers.
D The stipulation in note 5 is not applicable.
E This post is being advertised outwith the region but the stipulation in note 5 applies.
† Housing may be available with the post.
Only candidates approved by the Roman Catholic Diocese should apply.

EDWARD MILLER,
Director of Education.

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

Research Assistant

The Scottish Council for Research in Education requires a Research Assistant to join a team working in the Diagnostic Assessment Programme.

Applicants should be graduates with a qualification in education. Teaching experience in secondary schools, a knowledge of statistics and a higher degree would be an advantage, although none is essential. The appointment will be to work on a project running to March 31, 1979. It is anticipated that there will be a further appointment available in the same programme from April, 1979, for two years. Salary will be within the range £2,955 p.a. to £4,579 p.a. although it is likely that the appointment will be at the lower end of the scale. Secondment will be sought where appropriate.

Application forms and further particulars may be obtained from the

ADMINISTRATIVE OFFICER,
SCRE,
16 MORAY PLACE,
EDINBURGH EH3 6DR.

The closing date for applications is 31st August, 1978.

SECONDARY
Appointments in Scotland continued

CENTRAL REGIONAL COUNCIL

EDUCATION DEPARTMENT

There are vacancies for TEACHERS of MATHEMATICS in the following schools :—

ALLOA ACADEMY

DENNY HIGH SCHOOL

ST. MUNGO'S HIGH SCHOOL (Falkirk)

CAMELON HIGH SCHOOL

LORNSHILL ACADEMY (Alloa)

WOODLANDS HIGH SCHOOL (Falkirk)

In addition there are vacancies for PART-TIME TEACHERS OF MATHEMATICS and TEACHERS offering combined MATHEMATICS AND SCIENCE.

Application forms are available from the Director of Education, Room 305, Central Regional Council, Viewforth, Stirling, to whom they should be returned as soon as possible.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

SECONDARY SCHOOLS

PROMOTED POSTS

Applications are invited from suitably qualified teachers for the undernoted posts in Secondary Schools :—

DALBEATTIE HIGH SCHOOL
Four-year School : Roll 340
Telephone : Dalbeattie 610
Head Teacher : Mr. A. MacDonald

DEPUTE HEAD TEACHER
Responsibility element of salary : £1,422 per annum.
The successful applicant will be expected to take up duty on 4th January 1979.

ANNAN ACADEMY
(Six-year School : Roll 1,300)
Telephone : Annan 2056
Head Teacher : Mr. K. Dalgleish

PRINCIPAL TEACHER OF GUIDANCE
Responsibility element of salary : £1,670 per annum.
The successful applicant will be expected to take up duty as soon as possible thereafter.

DALBEATTIE HIGH SCHOOL
(Four-year School : Roll 340)
Telephone : Dalbeattie 610145
Head Teacher : Mr. A. MacDonald

PRINCIPAL TEACHER OF MODERN LANGUAGES
Responsibility element of salary : £1,670 per annum.
The successful applicant will be expected to take up duty on 8th January, 1979.

LANGHOLM ACADEMY
(Four-year School : Roll 270)
Telephone : Langholm 810
Head Teacher : Mr. A. Blake

PRINCIPAL TEACHER OF HOME ECONOMICS
Responsibility element of salary : £687 per annum.
The successful applicant will be expected to take up duty on 23rd October 1978 or as soon as possible thereafter.

STIRLING
CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified persons for the following posts :

FRENCH/GERMAN

FALKIRK HIGH SCHOOL
Telephone Falkirk 20611

Intending applicants may seek further details from the Rector of the School.

Application forms are available from and should be returned to the Director of Education, Room 305, Central Regional Council, Viewforth, Stirling, not later than Monday, September 4, 1978.

BRADFIELD HOUSE SCHOOL
Willand, Cullompton, Devon

HEADSHIP

The Headship of this Independent school, catering for 48 senior maladjusted boys aged 11-16+ years, becomes vacant from January, 1979. It was opened in September, 1976, and now has a full complement of children and an established team of teachers and house staff. The vacancy arises due to the present Headmaster's promotion to another school within the establishment.
Applications are invited from suitably qualified and experienced teachers to fill this vital position. The basic salary will be Burnham Scale 4B plus free residential accommodation, (although someone with proven exceptional ability may be allowed to negotiate a higher salary).
Applicants would not normally hold a position lower than Deputy, though this observation is not intended to restrict or inhibit someone with special talent.
Those selected for short-list will be subjected to confidential, searching inquiries and rigorous interviewing. Interviews will be held on Friday, September 15.
For further information and application forms application should be made to the Secretary, Bradfield House Limited.

Warwickshire Social Services

Deputy Head

KNOWLE HILL SCHOOL, KENILWORTH
£5,640-£6,768 inclusive of supplements

Knowle Hill is a community home with education on the premises which caters for 40 adolescent girls all of whom have encountered considerable difficulty in coping with the requirements of society. In many cases the girls have suffered emotional and physical deprivation and our job is to remedy this situation and to provide a better future in life. The person appointed will primarily be accountable to the Headmaster for organising the educationally progressive aims of the school but in addition he or she will be required to undertake general management duties in conjunction with the Headmaster and the Deputy responsible for Child Care. Applicants should be qualified teachers.
Residential accommodation is available on a service tenancy and the school itself is pleasantly situated in rural surroundings on the outskirts of Kenilworth.
The appointment will be in accordance with the conditions of service laid down by the Joint Negotiating Committee for formally approved schools and counsel under the Children Act.
The Headmaster, Mr. S. Peach (telephone Kenilworth 53521) will be pleased to discuss the post informally with prospective applicants. Application forms are available from The Director of Social Services, Shire Hall, Warwick (telephone Warwick 43431, ext. 2393).
Closing date, 1st September, 1978.

Warwickshire

Sixth Form and Tertiary Colleges

Scale 1 Posts

RICHMOND UPON THAMES
(London Borough of)

RICHMOND UPON THAMES COLLEGE
Egerton Road, Twickenham.
TW2 7SJ
Telephone: 01-892 6606

Richmond upon Thames College is the first tertiary college in the Greater London and Home Counties region.

The following post will be available from 1st September, 1978. Further details and application (foolscap envelope) to the Assistant Personnel Officer, to arrive within a fortnight of the date of this advertisement.

ASSISTANT LECTURER IN CARPENTRY AND JOINERY

The person appointed will be required to teach the City and Guilds Advance Craft Certificate in Carpentry and Joinery, preference being given to candidates who in addition hold a qualification in wood machining.

Salary scales in accordance with Burnham (F.E.) Report.

SANDWELL
(Metropolitan Borough of)

WEST PARK COLLEGE
Open Access Sixth Form College)
Opening date, September, 1978 —
PHYSICS : Part-time (half time) tutor.

Temporary appointment for one year. Person required to teach two groups of "A" Level pupils.

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Principal, Holly Lane, Smethwick, Warley, West Midlands.

Special Education

Headships

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE

ST. MARGARET'S HOSPITAL QUESLETT SCHOOL
Great Barr Park, Birmingham
B43 7ES
Group 6(8)
Re-advertisement

Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of the above school. The appointment will rate from January, 1979.

The school, which provides 100 places, caters for physically handicapped pupils resident in the hospital and those who move into adjacent new purpose-built accommodation this term.

Application forms and further particulars are obtainable from the Director of Education, Education Development Centre, Darwall Street, Walsall WS1 1DD, by Monday, September 4, 1978.

Deputy Headships Senior Masters/ Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION

THE ORCHARD SPECIAL SCHOOL
Hungershall Park, Tunbridge Wells
DEPUTY (HEAD)TEACHER for the ESN(S) School with effect from 1.1.79 (or earlier).
Sound and relevant teaching experience is required and applicants should show a committed interest in curricula innovation and development appropriate to the needs of the educationally handicapped child.

The capacity to lead and to advise others in this and other schools, together with interest in the management of children's learning difficulties is essential and proven ability in this area will be expected from applicants for the post.

Application forms and further particulars from the Area Education Officer, 72 London Road, Canterbury (0.A.D. please).

Other Posts on Scale 2 and above

HERTFORDSHIRE

BIRCHALL MANOR SCHOOL
INNER LONDON EDUCATION AUTHORITY

Leaden Way, Stevenage
Residential school for maladjusted boys aged 8 to 16

(1) TEACHER (Scale 2B) to work with a group of boys in a 'family' unit. Responsibility for forming appropriate relationships and an extra subject would be advantageous.

(2) TEACHER (Scale 2B) to work with a group of boys in a 'family' unit. This is an interesting post for a teacher who would welcome responsibility for developing a specialist subject. Ability to work as an effective member of a team would be an advantage.

Both posts require a keen interest in outdoor pursuits and a willingness to participate in the full life of the school. Applicants should be prepared to live in the area and should be married or single men or women.
Informal discussions with the Headmaster, Mr. Peter Lomax, are welcomed. Telephone Stevenage 54321.
Application forms and further particulars from the Assistant Director of Education (Personnel), Room 102, Hertford.

Independent Schools

By Subject Classification

Art and Design

LONDON, S.W.9
A two day week post for an experienced teacher of Art to 'O' level and crafts to junior forms is vacant for September, 1978, at this small school of 120 children. The initially appointed will be highly organised, imaginative creative and adaptable with a warm yet disciplined approach to children.
Ring telephone 274 4971 for an appointment.

Classics

SUSSEX
LAVANT HOUSE SCHOOL
Chichester
Independent Boarding/Day School for 170 Girls.
Required for September, part-time TEACHER to take LATIN to G.C.E. level, small groups, and also to help with the general teaching of LITERATURE in Translation to 'O' level. Ability to take the Religious Studies year to 'O' level teaching is not essential.
Applications with names and address of two referees to be sent, phone, to the Headmistress.

Economics

FULL or part-time Tutors required for evening classes in Economics. Accounts, Law, Statistics.—Write first time to The Times, WC1X 8EZ.

English

HEREFORDSHIRE
LUCTON SCHOOL
Leominster
Required for September, 1978, TEACHER of ENGLISH with particular concern for the 11 to 16 age group. This is a resident post with the possibility of house duties. An interest in games, C.C.F., etc., would be an advantage. Basic Mathematics could be a useful second subject. Burnham Scale. Government Superannuation.
Apply to The Headmaster, Lucton School, Leominster, Herefordshire (Telephone : Yarpole 213 (STD 056 881)).

LONDON, N.W.3.
ENGLISH (Some History) for September, in school where pupils are prepared for public examination work structured with considerable discretion. (O/A Level).
Apply E. Duly, Town and Country Sch., 38, Eton Villas, London N.W.3. Telephone 794 3693.

LONDON, N.W.3
Required in September, TEACHER of ENGLISH to foreign students. Applicants must have a degree and a teaching qualification. The Cambridge Proficiency Examination would be an advantage.
Apply in writing to the Director of Studies, The Central School of English and Drama, Embassy Theatre, Eton Avenue, London, N.W.3. Tel. 01-722 8183.

SURREY
Resident TEACHER of ENGLISH required in September for small girls' boarding school. Applicants should be graduates with a good honours degree. Experience of teaching 'A' level would be an advantage for both posts, but enthusiasm rather than specialist knowledge is sought. Salary scale £1,770 rising by annual increments to £3,120 for graduates aged 25 to 30 years of age, plus £300 per annum for those aged 31 years and over. Generous holiday allowance. Accommodation offered is suitable only for single ladies.
Salary by negotiation.
Applications in writing, please, with names of two referees, to Mrs. Brierley, Pendock Wood Finishing School, Lightwater, Surrey.

SUSSEX
SEAFORD COLLEGE
Petworth, Sussex
Required as soon as possible, TEACHER of ENGLISH chiefly to 'O' level, but with some 'A' level work possible. Interest in games and R.S.C. an advantage. Burnham scale at appropriate to qualifications and experience, plus boarding allowance.
Particulars and application form from Headmaster's secretary.

History

GLASGOW
THE PARK SCHOOL
(The Girls' School Co. Ltd.)
25 Lynedoch Street
Glasgow G3

Required for September 1978: A qualified and qualified part-time TEACHER of HISTORY. Honours graduates preferred to teach on the following days: Tuesday and Wednesday (all day); Thursday afternoon only).

Salary in accordance with the Scottish Teachers Salaries Memorandum.

Apply in writing to the Headmistress with curriculum vitae and the names of two referees.

SURREY
Resident TEACHER of HISTORY and ENGLISH required in September 1978 for Girls' Finishing School near London.

The school caters for 110 students aged 16 to 20 years of age and classes consist of small groups.

The accommodation offered is suitable only for single ladies.

Salary by negotiation.

Applications in writing, please, with names of two referees, to Mrs. Brierley, Pendock Wood Finishing School, Lightwater, Surrey.

Mathematics

Heads of Department

DAVIES'S
(Hove)

An Independent College of F.E.
HEAD OF MATHEMATICS required September, 1978 (preferably 1st January, 1979).

Davies's Salary Scale 2 (£3,402 to £5,106 approx.) or Scale 3 (£3,519 to £5,760 approx.) depending on experience. Davies's has some 280 students with 24 staff, taking some form of 'A' level Mathematics.

Apply in writing, enclosing details of age, qualifications and telephone numbers of two referees to Principal, Cromwell Road, Hove, Sussex, BN3 3EU.

Other Assistants

KENT
COBHAM HALL
Cobham
(300 girls aged 11-18)
25 miles from London in North Kent)

Required immediately for September 1978 a qualified TEACHER of MATHEMATICS to Advanced level to join a department of four, for one term only. Applicants or recently retired teacher could be two part-time posts for research students with part-time salary and free accommodation. Salary Burnham, Lamb and negotiable scale. Resident or non-resident post. Superannuation.

Please apply to the Headmistress with curriculum vitae, names and addresses of two referees and give telephone number with own address.

SHROPSHIRE
MATHEMATICS GRADUATE required in January, 1979 for residential boarding, up to 'O' and 'A' levels in a girls' G.C.E. Accommodation available, Burnham Scale.

Full curriculum vitae to Headmistress mentioning 'A' or class interests (e.g. Rugby).

Modern Languages

SUFFOLK
Required for September, LADY TEACHER of SPANISH willing to live in girls' boarding house in co-educational boarding school. American curriculum.

Apply to Head Teacher, Herrings well Manor School, near Bury St. Edmunds, Suffolk.

WANTED for September, 1978, Boys' Independent Grammar School requires a TEACHER of FRENCH up to 'A' Level and GERMAN to 'O' Level or vice versa, both games and some advantage. Box No. 5434, The Times, WC1X 8EZ.

Music

SOMERSET
TAUNTON SCHOOL
Due to sudden death, WOODWIND PLAYER required for large, flourishing department.

Applications, with curriculum vitae, and names of two referees, for September, 1978, or January, 1979, to Mr. R. Bowden, Director of Music, Taunton School.

SURREY
SUTTON HIGH SCHOOL FOR GIRLS G.P.D.S.T.
55 Cheam Road, Sutton, Surrey

Required from September, 1978, TEACHER of PIANO.

Please apply by letter to the Headmistress giving details of qualifications and experience and the names of two referees.

WILTSHIRE
GUITAR TUTOR/TUITION MASTER to take responsible position in Tuition Department of large Music Centre. Must be fully conversant with modern, popular guitar methods of teaching classical guitar. Ability to train assistants essential. Keyboard experience not essential.
Formal qualifications unnecessary to practical ability in industry, personality, adaptability and public confidence essential.
This is a challenging and unique full-time position and unique opportunity for the successful applicant.
All interested inquiries welcomed. Handwritten applications to : David Payne, Sales Manager, Rimmers, 26 Victoria Road, Swindon, Wilts.

Pastoral

SOMERSET
TAUNTON SCHOOL FOR GIRLS
(Incorporating Queen Anne School)
(Four Boarding Houses)
Required for September, 1978, RESIDENT ASSISTANT MISTRESS to work with Housemistress in charge of House duties. An interest in games, C.C.F., etc., would be an advantage. Basic Mathematics could be a useful second subject. Burnham Scale. Government Superannuation.
Apply to The Headmaster, Taunton School, Taunton, Somerset.

SURREY
Girls' boarding and day school requires RESIDENT TEACHER/ASSISTANT to Housemistress to share with her duties of the junior school girls, aged eight to 11.
Apply, with references, to Headmistress, St. Michael's, Limpsfield, Oxted, Surrey.

Physical Education

LONDON
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September, 1978, PART-TIME TEACHER in the PHYSICAL EDUCATION DEPARTMENT. Ability to teach Netball, Hockey, Gymnastics and Dance, and to train teams essential.
London Weighting. Burnham Scale 1.
Apply in writing, immediately to the Headmistress, Wimbledon High School, 91 Wimbledon Hill Road, Wimbledon SW19 7QA, giving details of two testimonials and a S.A.E.

SUSSEX
Required for new School Year beginning September, full-time TEACHER of PHYSICAL EDUCATION qualified to teach Netball, Cricket, Apparatus Work in Gym.
Apply The Chairman, Mickleham Hall School, Forest Row, East Sussex.

SUSSEX
Required September qualified GYMNASTICS coach for small Boarding School (ages 7-13) who is also able to offer games and be a cricket or soccer lover and/or coach. Free board and lodging. Burnham Scale. Good holidays.
Apply Principal, Homefield, near East Grinstead, Sussex. Tel. Pease Pottage 810218.

Science

ESSEX
TEACHER required for Qualified Physics/Chemistry for September, to work with Head of Department in well established 11-16 mixed comprehensive school. Ability to take 'A' Level Physics an advantage.
Candidates are required to contribute to the pastoral as well as the academic and practical work of the school.
Scale 2 post, Burnham Salary and London Weighting Allowance.
Applications to Mr. Jackson, Head Master, Joscelyne Comprehensive School, Harlow, Essex.

LONDON
JOHN WYCLIFFE SCHOOL
West Dulwich, S.E.21
Small, developing, co-educational Boarding and Day School requires immediately qualified TEACHER for GENERAL SCIENCE to 'O' level, and some Junior MATHEMATICS.
Burnham Scale 1.
Apply Headmaster, giving full details and names of two referees.

LONDON
REQUIRED FOR SEPTEMBER.
FULL-TIME GRADUATE TUTOR
in 'A' LEVEL BIOLOGY
Mature students and no duties apart from teaching.
Write, with brief details to the Principal, The Tutorial College, 158 Russell Street, London, W.C.2.

LONDON
TUTOR required immediately at Tutorial College in North London (Thornsett Road, S.E.18) for Secretarial Work, Typing and Filing.
Salary £1,750 p.a.
Apply Principal, The Tutorial College, Bexley, Kent DA5 1JT.

LONDON, S.W.16
TEACHER required for 'O' level PHYSICS.
Salary Burnham Scale.
Apply Study Centre, Streatham Hill, S.W.2.

NOTTINGHAM
TUTOR required for Tutorial College in Nottingham to teach GCE 'O' and 'A' level Commerce subjects and English. Part-time evening work. Applications stating qualifications and experience to Principal, The Tutorial College, 1 Regent Street, Nottingham.

Physical Education

LONDON
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September, 1978, PART-TIME TEACHER in the PHYSICAL EDUCATION DEPARTMENT. Ability to teach Netball, Hockey, Gymnastics and Dance, and to train teams essential.
London Weighting. Burnham Scale 1.
Apply in writing, immediately to the Headmistress, Wimbledon High School, 91 Wimbledon Hill Road, Wimbledon SW19 7QA, giving details of two testimonials and a S.A.E.

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Apply The Chairman, Mickleham Hall School, Forest Row, East Sussex.

SUSSEX
Required September qualified GYMNASTICS coach for small Boarding School (ages 7-13) who is also able to offer games and be a cricket or soccer lover and/or coach. Free board and lodging. Burnham Scale. Good holidays.
Apply Principal, Homefield, near East Grinstead, Sussex. Tel. Pease Pottage 810218.

Science

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TEACHER required for Qualified Physics/Chemistry for September, to work with Head of Department in well established 11-16 mixed comprehensive school. Ability to take 'A' Level Physics an advantage.
Candidates are required to contribute to the pastoral as well as the academic and practical work of the school.
Scale 2 post, Burnham Salary and London Weighting Allowance.
Applications to Mr. Jackson, Head Master, Joscelyne Comprehensive School, Harlow, Essex.

LONDON
JOHN WYCLIFFE SCHOOL
West Dulwich, S.E.21
Small, developing, co-educational Boarding and Day School requires immediately qualified TEACHER for GENERAL SCIENCE to 'O' level, and some Junior MATHEMATICS.
Burnham Scale 1.
Apply Headmaster, giving full details and names of two referees.

LONDON
REQUIRED FOR SEPTEMBER.
FULL-TIME GRADUATE TUTOR
in 'A' LEVEL BIOLOGY
Mature students and no duties apart from teaching.
Write, with brief details to the Principal, The Tutorial College, 158 Russell Street, London, W.C.2.

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Salary £1,750 p.a.
Apply Principal, The Tutorial College, Bexley, Kent DA5 1JT.

LONDON, S.W.16
TEACHER required for 'O' level PHYSICS.
Salary Burnham Scale.
Apply Study Centre, Streatham Hill, S.W.2.

NOTTINGHAM
TUTOR required for Tutorial College in Nottingham to teach GCE 'O' and 'A' level Commerce subjects and English. Part-time evening work. Applications stating qualifications and experience to Principal, The Tutorial College, 1 Regent Street, Nottingham.

INDEPENDENT
continued

Technical Studies

WANTED for September, 1979, Technical Graduate (Mechanical) with some mathematics to help with games as advantage. Salary £4,335 p.a. The Times WC1X 8EZ.

Other than by Subject Classification

Heads of Department

LONDON, W.8
LANSDOWNE COLLEGE
is a private tutorial college offering full range of G.C.E. 'A' & 'O' levels.
We are now seeking to appoint HEADS of DEPARTMENT in MATHS, SOCIAL SCIENCE, SCIENCE and ENGLISH for Special Purposes. Applicants should be fully qualified TEACHERS with relevant administrative experience. Duties will include teaching, course development and administration. You will work as part of a team, hence a lively and professional approach to teaching is essential.
Salary: in line with F.E. Soc. I H scale, according to experience.
Please send details of curriculum vitae to Director of Studies, Lansdowne College, 9 Palace Gate, London, W.8.

Other Assistants

BUCKINGHAMSHIRE
Required for September, 1978, LEADER/GENERAL MISTRESS for small class of eight to nine-year-olds (matriculated girl) at Independent Boarding School. Country position, so own transport advisable. Must be non-smoker. Could be residential post.
Apply in writing giving curriculum vitae and two referees to: The Principal, Chalvedon, Wexham Street, Iver Heath, Buckinghamshire.

ENGLISH CLASSICS
ABBEY GATE COLLEGE
Brighton Grange, Salmon, Chester
Principal : Mr. Gosselin and a distinguished staff.
Required for September, 1978, a graduate in Classics to prepare candidates for the Cambridge Previous Examination. Experience given to person qualified to take Classical Tripos. Preference for this new post will be given to candidates who are willing to coach Games.
Apply to the Secretary. Outside Hours Educational Trust Ltd. 10 Nicholas Street, Chester. Telephone 27344.

LONDON
GRADUATES, part-time G.C.E. teaching posts. All subjects, from mid-September. Salary £3,500 pro rata. Write Box 1125 5470, The Times, WC1X 8EZ.

LONDON, W.8
Part-time GRADUATES with at least two years teaching experience required to teach G.C.E. 'O' and 'A' level subjects. Specialists : ECONOMICS, ACCOUNTS, ENGLISH, HISTORY, PHYSICS, CHEMISTRY, BIOLOGY and MATHEMATICS.
A lively and professional approach to teaching is essential.
Fee: £5.60 to £5.90 per hour.
Apply in writing, stating curriculum vitae to Director of Studies, Lansdowne College, 9 Palace Gate, London, W.8.

MANCHESTER (near)
BIRKDALE VALE SCHOOL
Birkdale Vale Road, Birkdale, Worsley, Manchester M28 4NQ
Independent co-educational school for boys and girls with a Preparatory Department (ages 4-11).
Required for September (a) Senior School : MATHEMATICS to 'O' level, CHEMISTRY and MATHEMATICS to 'A' level. Some CLASSICS.
Salary in accordance with Burnham Scale, Inner London Area. Allowance, qualification (MSc and Ph.D.) and Technical Certificate.
Applications already received will be considered.
Apply by letter, giving full details of qualifications and references to the Headmaster at the school.

NORTH WEST MIDDLESEX
Independent Grammar School
Wanted September, 1978 :
(1) Young graduate to teach ENGINEERING DRAWING to 'O' level and assist with middle school maths.
(2) Graduate to teach MATHEMATICS to 'O' level. Some CLASSICS.
Ability to assist with games an asset in both the above.
Applicants to help with KINDERGARTEN work and assist with Pre-Prep. activities.
Applications and two references to Box No. 1125 5243, The Times WC1X 8EZ.

EXPERIENCED teachers required for infants and junior girls' department in Nigeria. Salary £3,600 (tax-free). Telephone 01-960 8512.

F.E.—Vacancies in good independent college, Bournemouth, for G.C.E. 'A' level Tutors.—Write Box 1125 5470, The Times, WC1X 8EZ.

FULL-TIME/PART-TIME TUTORS in all subjects required in Kenya for G.C.E. and C.S.E. Tuition from 1st May, 1979. Experience and qualifications essential. Apply Director, Wilkinson Tutorial School, 49 Wilkinson House, Tothill Street, London, S.W.1. Telephone : 01-373 4565.

MATHEMATICS and ECONOMICS TEACHER required immediately (possibly full-time) for 'O' level classes starting September 18th. Apply the Principal, Hemingway Institute, 11-13a Christchurch Road, Bournemouth. Telephone (0202) 25837.

PHYSICS AND MATHEMATICS.—Abbey Gate College, Balshton Grange, Helsfield, Cheshire. Graduate Physics, Mathematics. Capable of taking Games (Hockey, rugby and cricket) for this new school which is rapidly expanding to Sixth Form level.—Apply to the Secretary, Outside Hours Educational Trust Ltd., 10 Nicholas Street, Chester. Tel. 27344.

TUTOR required to coach English and general subjects in small (5 to 6 pupils) establishment for boys, starting September, working with three young students, a number of them from overseas. Resident or non-resident post. Apply to The Director, Faith Tutors (Royal Grange), Cannongate Road, Hythe, Kent CT21 5PX.

Preparatory Schools

By Subject Classification

Classics

NORTH YORKSHIRE
WOODLEIGH SCHOOL
Langton, Malton.
(A.I.D. for children)
TEACHER required September, 1979, to take LATIN to R.S.A. other subjects by arrangement.
Ability to coach games and willingness to be involved in the life of this mainly boarding school are essential.
Salary : Burnham scale 1. Accommodation available.
Applications with names of two referees to the Headmaster.

Music

Heads of Department

STAFFORDSHIRE
DENSTONE COLLEGE
PREPARATORY SCHOOL
Staffs ST14 5HD
Applications are invited for the post of Director of Music in a Preparatory School. The successful applicant will be required to play the piano, train the Chapel choir, teach class music and organise the activities of three visiting music staff.
A new chapel/concert hall will come into use in summer 1979.
Salary will be according to Burnham Management Committee Scales.
Apply in writing with curriculum vitae and name, address and telephone number of two referees.

Other than by Subject Classification

Colleges of Further Education

Heads of Department

LINCOLNSHIRE
STAMFORD COLLEGE FOR YOUNG PEOPLE
Required for Easter, 1979, HEAD OF GENERAL EDUCATION DEPARTMENT
Grade 3
Further particulars and application form obtainable from the Principal, Stamford College for Further Education, Drift Road, Stamford, Lincs. PE9 1XA.
Completed application forms should be returned by September 1st, 1978.

HERTFORDSHIRE
ASHRIDGE COLLEGE
BERKHAMSTED
HOME OF MANAGEMENT
DEPARTMENT OF COUNSELLING
LECTURER
Required for Autumn, 1978, a tutor to cover the following programmes :
COUNSELLING SKILLS
COUNSELLING IN MANAGEMENT
COUNSELLING SKILLS FOR TRAINERS
Applicants must have experience and qualifications in counselling and be willing to undertake appropriate research and development activities. The post is designed to develop experience in the personal counselling.
Applicants should possess appropriate qualifications and experience in some management discipline.
Salary : Lecturer II, £3,101 to £4,302.
Further particulars from the Principal, Mr. Geoffrey Ellis.

LINCOLNSHIRE
BOSTON COLLEGE OF FURTHER EDUCATION
Required for Autumn term only, temporary MOTOR VEHICLE TUTOR to cover the following programmes :
MOTOR ENGINEERING
MOTOR VEHICLE ENGINEERS.
Applicants must have experienced workshop training, both theoretical and practical qualifications.
Salary will be £3,177 and £3,519 according to qualifications.
Application forms are available by writing to the Principal, giving full details of qualifications and experience to date.
Closing date : 28th August, 1978.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
ACCRINGTON AND ROSSENDALE COLLEGE
September, 1978

LECTURER in ENGLISH to teach English Language and related subjects.

LECTURER I
Forms further details from Personnel Officer, Education Office, Blackburn. Applications from : The Principal, Dalbiac Building, Waterside, Accrington BB5 1QW.
Closing date : 28th August, 1978.

LEICESTERSHIRE
CO-OPERATIVE MANAGEMENT CENTRE
CO-OPERATIVE COLLEGE, Stanford Hall, Loughborough
Telephone Ullesthorpe 444
Principal : R. H. Benton
RESEARCH IN MANAGEMENT STUDIES
The Centre provides short and long-term courses for co-operative managers and those who aspire to management, and undertakes research and consultancy in the field of co-operative management.
The successful candidate will share in the conduct and planning of courses, be responsible for undertaking appropriate research and consultancy, and be actively engaged in developing experience in the personal programme.
Applicants should possess appropriate qualifications and experience in some management discipline.
Salary : Lecturer II, £3,101 to £4,302.
Further particulars from the Principal, Mr. Geoffrey Ellis.

LONDON
INNER LONDON EDUCATION AUTHORITY

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, W14 9BL
Telephone 01-603 3141
Campden Hill Road W8 7AH

Part-time TEACHERS are required from September, 1978, to teach the following subjects :
GEOGRAPHY — G.C.E.
(1 post)
CHEMISTRY — G.C.E. 'O' and 'A' levels
(1 post)
PHYSICS — G.C.E. 'O' level
(1 post)
MATHEMATICS and CHILD DEVELOPMENT
(1 post)
Part-time and being considered
TYPING/SHORTHAND
(1 post)
DRAMA—Non-examination
Applying forms are obtainable from the Staff Appointments Officer, Gliddon Road, W14 9BL, to whom they should be returned as soon as possible.
Closing date : 28th August, 1978.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
THANET TECHNICAL COLLEGE

Applications are invited for the following full-time posts :
(a) PRINCIPAL LECTURER, SUPERVISION and MANAGEMENT
(b) TEMPORARY LECTURER, SUPERVISION and MANAGEMENT
The appointment is for the period ending July, 1981. The lecturer will be required to teach on courses for the National Examinations Board in Supervisory Studies and other Supervisory and Management courses as required in the areas of Principles of Supervision, Industrial Relations and related subjects.
Salary : £3,192-£5,334 (including pay supplementation). Commencing salary according to qualifications and experience.
Application forms and further particulars obtainable from the Principal, to whom they should be returned as soon as possible.
There is a scheme for assistance with removal expenses.

COUNTY OF CLEVELAND
CLEVELAND TECHNICAL COLLEGE
Hedley

Applications are invited for the post of LECTURER GRADE I/PRINCESS TO-TECHNOLOGY, duties to commence as soon as possible.

The successful candidate will be required to lead Students following the City and Guilds Progressive Part Operatives course.

Applicants should possess appropriate qualifications and experience suitable for a Technical Teacher Trained.

Application form and further particulars are available by enquiring in writing only to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within seven days of the appearance of this advertisement.

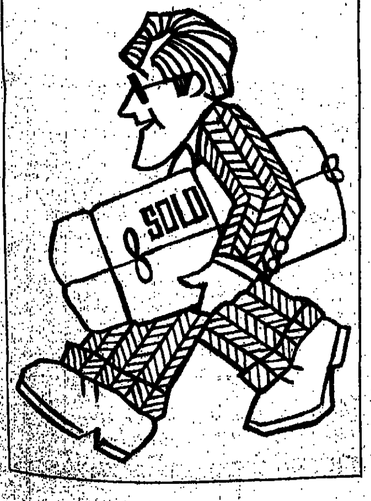
CUMBRIA
EDUCATION COMMITTEE
WORKINGTON TECHNICAL COLLEGE
FURTHER EDUCATION

Oswald Street, Barrow-in-Furness
Division/Area of Cumbria
Appointment in Technician Grade 3 (Physical Science)
Required to assist in practical laboratory work in Chemistry, Physics and Geology and to undertake duties in connection with Science Technician Apprenticeship Agency and Science Mini Courses.
Applicants (male/female) should have appropriate qualifications and sound industrial experience.
Some shipyard experience would be an advantage.
Salary scale : £3,192 to £3,534.
Further particulars and application forms may be obtained from the Principal, to whom they should be returned no later than 14 days after the appearance of this advertisement.

FOR SALE AND WANTED

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £2.28.

If you are interested please ring Lyn Willis, The Times Educational Supplement, Gray's Inn Road, London WC1X 8EZ. Telephone : 01-837 1234.



THURROCK TECHNICAL COLLEGE

PART-TIME TEACHER IN TYPOGRAPHY
(7 hours)

To teach Typography and basic design upon the Foundation Course and the developing Course in Visual Communications.

Commercial and previous teaching experience with some knowledge of calligraphy would be an advantage.

Apply (by letter) to Head of Science, Catering and Art, Thurrock Technical College, Woodview, Grays, Essex RM16 4YR.

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234.

THE TIMES Higher Education Supplement

COLLEGES OF FURTHER EDUCATION
continued

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTH THAMES COLLEGE
Wandsworth High Street,
London SW18 0PP

DEPARTMENT OF GENERAL STUDIES
Post Ref. : GS/7-78

Applications are invited for the post of LECTURER II (Sociology) for one year from September, 1978. To co-ordinate the work of a team of lecturers concerned with the teaching of GENERAL and COMMUNICATION STUDIES on T.E.C. courses.

Salary scale : £4,101 to £6,558, subject to renewal, plus £282 Inner London Allowance.

Application form and further details obtainable from the Senior Administrative Officer, quoting post reference and enclosing stamped addressed envelope, returnable within 14 days of appearance of advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTH-WEST LONDON COLLEGE

BUSINESS EDUCATION DEPARTMENT

Required for September, 1978, or as soon thereafter as possible —

(1) LECTURER II to teach BANKING and ALLIED SUBJECTS in the growing banking section of the Department. Must be competent with current banking practice and education and be able to assist in the development of such courses.

(2) Re-advertisement
LECTURER I to teach MARKETING and ALLIED SUBJECTS to Higher National Diploma and Institute of Marketing Diploma standard. Applicants should have business experience and or qualifications in this subject which should be fairly to help develop them in the new Business Education Council Courses.

Salary Scales: Lecturer II— £4,101 to £6,558, subject to renewal, plus £282 Inner London Allowance.

Further details and forms of application obtainable from Senior Administrative Officer, London College Tooting Broadway, London, SW17 (T.1641).

MERSEYSIDE
THE ST. HELENS COLLEGE OF TECHNOLOGY
Water Street, St. Helens
WA10 1PZ
Principal : A. Hall, M.Sc., F.R.I.C.
DEPARTMENT OF PURE AND APPLIED SCIENCE

LECTURER I — CATEGORY II — to teach City and Guilds 700-706, 710 etc.

Applicants must have experience of the engineering industry and have City and Guilds teaching qualifications, ideally to teach either welfare and safety aspects of fork lift truck operation or food preparation or food production or practical food service would be an advantage.

Application forms may be obtained from the Principal's Office. A self-addressed foolscap envelope would be appreciated.

Completed forms should be returned no later than August 30, 1978.

NEWCASTLE upon Tyne
CITY OF
EDUCATION COMMITTEE
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF INDUSTRIAL ENGINEERING

Applications are invited for the post of LECTURER GRADE I (Category II, PR 18) to teach MECHANICAL PRODUCTION ENGINEERING subjects on the City and Guilds of London Institute Courses No. 264 and 265, Schools College Linked Courses and T.E.C. Courses.

Candidates should hold appropriate qualifications, have relevant industrial experience and preferably be teacher trained. Duties to commence as soon as possible.

Salary scale : £5,172 to £7,551.

Application forms and further particulars are available from the Principal, College of Arts and Technology, Ellison Terrace, Newcastle upon Tyne NE1 8ST, to be returned within 10 days of the appearance of this advertisement.

NORTH YORKSHIRE
COUNTY COUNCIL

YORK COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade I required for 1st September for ACCOUNTANCY, MARKETING, etc.

Ability to offer one or more other Business Studies subjects advantageous.

Applicants should be Graduates or professionally qualified.

Teaching qualification preferred.

Salary Scale : £3,915 to £4,101 (Inner London Allowance) according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA, to whom they should be returned not later than Thursday 31st August, 1978.

NOTTINGHAM
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER II
Grade 2 : £5,199 to £5,334
PRODUCTION ENGINEERING

Required from September 1st, 1978, in the Department of Engineering. The post is primarily concerned with T.E.C. first year off-the-job training courses together with Mechanical Engineering Craft Studies courses to Part II standard.

Appropriate industrial experience is essential and possession of a teaching qualification is desirable.

Further details and application forms are available from the Principal at the College, Carlton Road, Worksop, Notts S80 1PP. Telephone Worksop 3561.

Closing date August 28th, 1978.

OXFORDSHIRE
COUNTY COUNCIL

WEST OXFORDSHIRE TECHNICAL COLLEGE
Holloway Road, Witney
Oxon OX8 7EE

Required from 1st September, 1978, or as soon thereafter as possible, a TECHNICIAN ENGINEER to assist in the Engineering Workshops throughout the Department of Engineering.

Teaching duties will include basic electrical installation and the ability to teach aspects of electronic systems and instrumentation would be an additional asset.

Application form and further particulars available from the Principal at the college. Please send large S.A.E.

CITY OF SALFORD
EDUCATION DEPARTMENT

WORSLEY COLLEGE OF FURTHER EDUCATION
Worsley Road, Worsley
Manchester M28 4QD

Required from January 1, 1979.

LECTURER I
TUTOR/LIBRARIAN

Trained teacher required. English graduate with knowledge of literary criticism preferred. Other suitably qualified teachers are invited to apply.

Application forms and further particulars from the College Principal at the above address.

STIRLING
CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
FALKIRK COLLEGE OF TECHNOLOGY

Applications are invited for the undernoted posts from persons having full required qualifications and who have had relevant experience in an appropriate working situation. Previous full-time teaching experience is desirable but not essential.

INDUSTRIAL ENGINEERING AND PRODUCTION
LECTURER II
(2 Posts)

Applicants should hold an appropriate Degree or Higher Certificate or OND and Full Technological Certificate with a B.Sc. or CNAA Degree (Part I) and have had industrial experience. The post involves teaching —

Basic instrumentation theory and practice and related skills in the Training Workshops.

These posts will be temporary for 18 months in the first instance.

Salary scale : £4,101 to £6,558.

Preference will be given to persons with appropriate industrial and full-time teaching experience.

Further details and application forms are available from the Principal at the address below. Candidates are required to obtain and return completed forms to the Director of Education, Viewforth, Stirling FK8 2ET, by 1st September, 1978.

Director of Education

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

HEMSWORTH COLLEGE OF FURTHER EDUCATION

LECTURER
HOME MANAGEMENT AND FAMILY CARE COURSE
(Ref. H/HEC)
£5,172 to £6,354

To be responsible for the running of a new course validated by the National Council for Home Economics Education, which is for students of various backgrounds with a small number of mature students as well. Liable to be a member of a team of tutors for Nursery Nursing and Social Services Courses. Applicants should have experience in the vocational aspects of social services, preferably in a management with appropriate professional qualifications. Degree or HND in Food Technology or Food Science preferred. Some experience and/or teacher training will be an added recommendation.

Requests for application forms accompanied by S.A.E., which should be addressed to the Education Department, 9 Head Street, Wakefield, to be returned by 1st Sept., 1978.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

WAKEFIELD COLLEGE OF TECHNOLOGY AND ARTS

DEPARTMENT OF CATERING AND HOME ECONOMICS

SENIOR LECTURER in CATERING STUDIES (Ref. C/SL) to £7,674, to commence as soon as possible.

Applicants should be experienced teachers in an area of Catering Studies with proven organisation and management ability, in addition to teaching. The successful candidate will be required to give general oversight to the work of the department and to assist the Head of Department in the development of new subject areas.

DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES

LECTURER II MANAGEMENT STUDIES (Ref. M/LII) £5,658, to commence as soon as possible.

Candidates should be qualified and willing to teach theory of management principles and at least two of the following: Industrial Relations, Personnel Management, and Work Study, together with GCE/CSE Mathematics. HNC/HND, RSA Diploma, Certificate, IPM Institution of Works Managers courses, Industrial Training Board courses. Teacher training an advantage. The successful candidate will join a strong team of management studies teachers in a purpose-furnished and equipped management centre.

Requests for application forms (accompanied by a S.A.E.) should be addressed to the Education Department, 9 Head Street, Wakefield to be returned by 1st September 1978).

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

WAKEFIELD COLLEGE OF TECHNOLOGY AND ARTS

LECTURER I (three vacancies) SCHOOL OF ART, £5,172 to £6,354.

To commence as soon as possible.

LECTURER I in PHOTOGRAPHY. Applicants should have a wide practical experience and be able to teach general photography and graphic reproduction.

LECTURER I in LIFE DRAWING and G.C.E. A Level Art. Applicants should have taught both subjects and experience in 3D work, especially sculpture, would be an added recommendation.

LECTURER I in GRAPHIC DESIGN. Applicants with a thorough knowledge of typography and photography in application to graphic design and practical experience of teacher training will be an added recommendation.

Applications will be considered.

LECTURER I BUSINESS STUDIES (DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES), £5,172 to £6,354.

To commence as soon as possible. Candidates should be willing to teach accountancy, some commerce and other certificate courses or general purpose courses for G.N.V.Q., G.N.D. and second-year Certificate industrial/commercial experience essential. Teacher training an advantage. The successful candidate will be required to contribute to a department offering business studies and public administration courses from BEC general level to H.N.C. and Honours Degree Stage I.

LECTURER I in BUSINESS STUDIES (DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES), £5,172 to £6,354.

To commence as soon as possible. Candidates should be qualified and willing to teach accountancy and commerce to G.N.V.Q., G.N.D. and second-year Certificate courses. Other courses which candidate could offer together with general studies would be welcomed. Industrial/commercial experience essential. The successful candidate will be required to contribute to a department offering business studies and public administration courses from BEC general level to H.N.C. and Honours Degree Stage I.

LECTURER II IN GENERAL AND COMMUNICATION STUDIES
(DEPARTMENT OF LIBERAL STUDIES)
£5,199 to £6,354

To commence as soon as possible. Applicants who have a commitment to, and experience of, teaching communication studies to vocationally oriented students from Craft to TEC level will be welcomed. Experience of teaching mature students would be an added recommendation.

LECTURER
ENGINEERING AND SCIENCE

ilea
Further details and application forms from the Secretary to the appropriate department.

LECTURER I
(2 vacancies)
(DEPARTMENT OF CATERING and HOME ECONOMICS)

£5,172 to £6,354

To commence as soon as possible thereafter —

(1) LECTURER I in FOOD SERVICE and FRONT OF HOUSE OPERATIONS. Applicants should have relevant industrial experience and qualifications.

(2) LECTURER I in FOOD SCIENCE to teach G. & G. Food Cookery Courses. Applicants should be graduates with a small number of mature students as well. Liable to be a member of a team of tutors for Nursery Nursing and Social Services Courses. Applicants should have experience in the vocational aspects of social services, preferably in a management with appropriate professional qualifications. Degree or HND in Food Technology or Food Science preferred. Some experience and/or teacher training will be an added recommendation.

Requests for application forms accompanied by S.A.E., which should be addressed to the Education Department, 9 Head Street, Wakefield, to be returned by 1st Sept., 1978.

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton, CV11 6BH

DEPARTMENT OF ENGINEERING TECHNOLOGY AND CONSTRUCTION

Temporary LECTURER Grade I for one year from 1st September, 1978, to teach on practical courses in BRICKWORK and JOINERY/WORK SO the G.C.I.G.I. Bricklayers and Carpentry and Joinery courses.

Applicants should have sound practical experience of site work and an advanced craft or full technological certificate qualification. Possibility of post becoming permanent.

Application forms and further details available from the Principal to be returned by 1st September 1978, please.

PADDINGTON COLLEGE

Biological Science Department (Ref : B/BSt)
Paddington Green, London W2 1NB

LECTURER Grade II in BIOLOGY (PHYSIOLOGY and ANATOMY)

The successful applicant should be capable of teaching basic biology to a wide range of technician courses at ONC level and, in addition, would be expected to teach human physiology and anatomy on some of the more specialised para-medical courses. A teaching qualification would be advantageous.

LECTURER Grade I in CHEMISTRY

To teach chemistry and chemistry techniques to a variety of technician courses, many of which include chemistry as a support to the main study of biology. The work would be mainly at ONC level, although there would be opportunity to teach at GCE 'A' level. A teaching qualification would be advantageous.

Business and Secretarial Studies Department (Ref : S/CB)
Saltram Crescent, London W9 3HW

LECTURER Grade II

To join an expanding and lively department, to work in close cooperation with one of the deputy heads of department responsible for development of secretarial courses throughout the department, including all aspects of BEC courses. Also to supervise RSA and LCC secretarial examinations.

Chiropody Department (Ref : E/JEA)
Chelsea School of Chiropody
Samford Street, London NW8 8EN

LECTURER Grade II and (5) LECTURER Grade I

with appropriate professional qualifications, to teach CHIROPODY to students attending three-year full-time courses.

Engineering Technology Department (Ref : E/MDA)
Paddington Green, London W2 1NB

LECTURER Grade I

To teach BASIC ELECTRICAL and/or MECHANICAL SUBJECTS on a range of first-year craft-based courses, including the CGLI Foundation Course. An appreciation of the needs of school-leavers is essential, together with appropriate industrial experience and an HNC, PTC or equivalent. Teacher training desirable.

LECTURER Grade I

For RADIO/TV/ELECTRONICS to teach over a range of craft and technician courses. Graduate or equivalent preferred. Relevant industrial experience essential, teacher training and/or experience desirable.

General Education Department (Ref : G/GH)
Beethoven Street, London W10 4LP

LECTURER Grade II in LANGUAGE DEVELOPMENT

To co-ordinate language work in "Appendix II" courses (eg. Training Services Division Preparatory, TSD Introduction to Work and Bridging courses). Most of the language learning in these courses takes place in communications workshops.

LECTURER Grade I in PHYSICAL EDUCATION

To be the third member of a team responsible for the teaching and organising of PE and recreational activities throughout the College.

Salaries in accordance with the Burnham (FE) Report : Lecturer I—on an incremental scale within the range £3,192 to £5,334. Lecturer II—on an incremental scale within the range £5,199 to £6,354 ; plus, in both cases £282 once ; Lecturer II—£4,101 to £6,558 ; plus, in both cases £282 Inner London allowance.

Assistance may be given with household removal expenses.

LEEDS CITY COUNCIL
Department of Social Service
Westwood Grange Observation and Assessment Centre
Ring Road, Beeston Park, Leeds 10

TEACHER Quote Ref: TE/780
Burnham Scale 1, £2,964 to £4,662 plus £584
Community Homes (Education) Leading

Westwood Grange is a specialised purpose-built establishment with education on the premises. The Centre is situated in South Leeds approximately five miles from the city centre. The provision is for 20 adolescent girls in the care of six participating local authorities.

Applications are invited from teachers in general subjects or remedial level to join a team of three. Ability in art and domestic science is particularly important.

Temporary residential accommodation could be made available to successful applicant.

Informal enquiries to : Mr. J. E. Wootton. Tel : 0532 705093.

Application forms can be obtained by writing, enclosing s.a.e., to The Director, Department of Social Service, Leeds City Council, Claypenpost 8, Merrion House, 110 Merrion Centre, Leeds LS2 8QA.

Closing date : 14 days after appearance of this advertisement.

LEEDS

KINGSWOOD SCHOOLS
Senior Psychologist

Kingswood Schools consist of a Training School for 80 boys, a Special Unit for 10 boys, a Regional Assessment Centre for 64 boys and a hostel-type accommodation for 10 boys. The boys are almost all in the care of local authorities and have a wide range of personal, social and educational problems.

The team of psychologists is made up of one Senior Psychologist and three Assistant Psychologists or Psychologists and provides a service for the whole estate. Psychological assessments are required for all boys admitted to the Assessment Centre and occasionally for boys in the other establishments.

The Senior Psychologist is responsible to the Principal and duties include :
(a) the development of the psychological service,
(b) advising on staff development and innovating and monitoring new projects in the care and treatment of young people,
(c) the allocation and use of the service and its resources,
(d) the support, development and supervision of the three Assistant Psychiatrists or Psychologists,
(e) participating in the psychological work,
(f) acting as a Senior Staff Member at the Assessment Centre in times of need.

Candidates would be expected to hold an honours degree in psychology and an appropriate postgraduate qualification and to have at least two years' experience.

Salary : £7,869-£8,373 per annum.

Application forms and further particulars from the Principal, Kingswood Schools, Britannia Road, Kingswood, Bristol (Tel : 20267).

Ministry of Defence
BURNHAM LECTURERS GRADE I
(SPECIFIC PERIOD APPOINTMENTS)
at RAF Cosford, Wolverhampton

Applications are invited from suitably qualified teachers to fill a number of positions in the Education Wing as detailed below for a period of one year from 1st October, 1978, or as soon as possible thereafter.

General Studies Squadron
Duties : Teaching Mathematics and/or Physics and/or Mechanical Engineering Science to courses leading to the award of TEC Certificate/Diploma.
Qualifications
Essential : HNC preferably in Electrical/Electronic Engineering or Teaching Certificate in Science Subjects or equivalent.
Desirable : A Degree in Mathematics or Physics. Teaching qualification.

Advanced Electronic Squadron
Duties : Teaching Air Communications/Radar Principles and Circuits Techniques to Electronic Engineering Technician courses leading to the award of a Technician Education Council Certificate.
Qualifications :
Essential : HNC in Electrical and Electronic Engineering or equivalent.
Desirable : A Degree in Electrical/Electronic Engineering or Physics. Teaching qualification.

Basic Electronics Squadron
Duties : Teaching electrical and electronic principles to technician and engineering technician courses leading to the award of the Technician Education Council Certificate.
Qualifications :
Essential : HNC in Electrical or Electronic Engineering or equivalent.
Desirable : A degree in Electrical/Electronic Engineering. Teaching qualification.

Salary : Salary will be in accordance with the Scales for teachers in Establishments for Further Education, England and Wales, i.e. £3,192-£5,334 per annum according to qualifications and experience. A non-pensionable allowance of £582 per annum will be paid for the longer teaching year.

Application forms and further information are obtainable from Officer Commanding Education Wing, Royal Air Force Cosford, Wolverhampton. (Telephone Cosford (Shifnal) 3293 : ext. 302).

Completed forms should be returned as soon as possible and not later than two weeks from the date of this advertisement.

Colleges and Departments of Art

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
BARNSLEY SCHOOL OF ART AND INDUSTRIAL DESIGN

Required from September 1st, 1978, to teach on the Foundation Course. Applicants should be graduates in Fine Art, Graphic Design or Industrial Design, with the breadth of interest to enable them to become a key member of the foundation course team. The person appointed will be responsible for the main drawing elements of the course.

LECTURER I
PAINTING AND DECORATING

Required from September 1st, 1978, to teach on a new one-year full-time course in Painting and Decorating/Interior Design and other classes in Wood Craft Certificate examinations.

Applicants are expected to have City and Guilds 777C. The successful candidate will be fully skilled in paperhanging, texture work, spray techniques, scaffolding safety, etc.

LECTURER I
PATTERN DESIGN

Required as soon as possible, a suitably qualified designer, preferably with experience of teaching to a vocational surface pattern course. The successful applicant will be expected to teach existing course within the college for the present session and will have special responsibility for the planning and operation of a new two-year full-time vocational surface pattern course for possible introduction in September, 1979.

It is considered desirable but not essential for applicants for the above posts to have a suitable teaching qualification.

Application forms and further details from the Principal, School of Art, Churchfield, Barnsley S70 2BW (Tel. 0226 203111), to be returned within 14 days of this advertisement.

London Borough of Wandsworth
THE ROYAL PHILANTHROPIC, REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), a Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

REGIONAL ASSESSMENT CENTRE

The Regional Assessment Centre offers residential assessment resources for boys of 10-17 years of age who are the responsibility of the 33 London Boroughs and certain other Authorities in South-East England. It is staffed by teachers, residential child care workers, psychologists and psychiatrists, both male and female, operating as an integrated multi-disciplinary team, which provides a seven element evaluation of a child's circumstances and needs, in consultation with the Care Authority, arranging appropriate placement.

Applications are invited for the following posts :

1. QUALIFIED TEACHER (General Subjects)

2. QUALIFIED TEACHER (Practical Aptitude Testing)

Both posts entail involvement in the total day-to-day care of the children plus the preparation of the educational and other elements of the full assessment report, together with the testing and diagnosing of learning difficulties.

The person appointed to post 2 will be mainly involved in the testing of the practical aptitudes of boys aged 14½ years and over. A suitable workshop is provided.

Applicants should therefore have practical work qualifications and experience in some trade or craft would be an advantage.

SALARY : Posts 1 & 2, Teachers : Scale 1 Burnham plus £312 and Phase 2 Supplements, plus Community Schools Allowance £564. Also payable is an amount of £679 p.a. in respect of extraneous duties. Eight weeks leave p.a. (Incl. Bank Holidays).

3. RESIDENTIAL CHILD CARE OFFICER—NJC SENIOR GRADE

The person appointed will be a member of a team concerned with the total day-to-day care of boys aged 10-14½ years, within the unit, having responsibility for preparing the social element of the full assessment report.

Formal qualification will be an advantage but applications are invited from those having valid experience in the residential setting.

SALARY : £2,607-£3,357 (£3,957 plus £312 and Phase 2 Supplements. Holiday entitlement, eight weeks p.a. (including Bank Holidays).

4. RESIDENTIAL CHILD CARE OFFICER—NJC GRADE 3

This vacancy presents opportunity to residential practitioners who seek to consolidate and increase their present experience as members of a team concerned with boys presenting a variety of social, personality and educational problems.

SALARY : £2,364-£2,853 plus £312 and Phase 2 Supplements. Leave entitlement : 6 weeks p.a. plus Bank Holidays.

ACCOMMODATION for all above posts to be discussed at interview. Non-resident staff will be paid fringe London Weighting allowance appropriate to salary conditions.

5. EDUCATIONAL/CLINICAL PSYCHOLOGIST

There is an establishment of two psychologists, the majority of whose work is concerned with the Regional Assessment Centre, but there is some opportunity to gain experience throughout the campus.

The person appointed will be jointly responsible for the evaluation of intellectual ability, by application of standardised tests, educational attainment in conjunction with the teaching staff, and social/emotional needs. He/she will work in liaison with the three sessional consultant psychiatrists.

A member of a multi-disciplinary team, he/she will be fully involved in the assessment procedure sharing case conferences with the remainder of the assessment team and local authority representatives, etc.

Ability to develop staff training in observation and assessment procedure and/or develop group work with the children would be advantageous, as would experience in working with socially emotionally maladjusted children.

IQ testing, although an essential ingredient of the function, is not seen as the end product. It is intended to discuss and "shape" the full role function during interview, fashioning it in accord with the candidate's, experience, and professional interests, and refining it as seen from Officer.

SALARY : Sunbury Scale. Leave entitlement : Four weeks plus statutory holidays. The post is non-resident and a fringe London Weighting allowance is payable.

Application forms and further particulars obtainable from Principal's Secretary by written request (foolscap SAE, please).

Closing date : Within three weeks of publication of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY

CAMBERWELL SCHOOL OF ART AND CRAFTS
Peckham Road, London SE5 8UF
01-703 0987

DEPARTMENT OF THREE DIMENSIONAL DESIGN
SILVERSMITHING AND METALWORK B.A. (Hons.) DEGREE COURSE

Part-time teaching vacancies will exist with effect from 25th September within this new course.

Applicants should in the first instance submit curriculum vitae to Mr. Laurence Searey, Senior Lecturer in Charge of the course, to reach him at the above address not later than Friday, 8th September.

SURREY
COUNTY COUNCIL
EPSOM SCHOOL OF ART AND DESIGN

Part-time teaching. Application is invited from fine ARTISTS with practical experience of mural painting.

Seven hours per week initially at rate currently £5.58 per hour.

Termly contract commencing Autumn Term, 1978.

Please apply to C.A.O., Reigate School of Art and Design, 127 Blackborough Road, Reigate, Surrey RH2 7DL.

Universities

THE OPEN UNIVERSITY
FACULTY OF EDUCATIONAL STUDIES

TEMPORARY RESEARCH ASSISTANTSHIP

A Research Assistant is required immediately in the Faculty of Educational Studies for a period of one year to work with Mr Peter Woods on research into Pupil Perspectives and Worlds. Fieldwork will involve interviews with secondary school pupils and observation in schools. Applicants should have a degree in Education or Sociology, or a related subject, a knowledge of schools, and some knowledge of fieldwork and interviewing.

Salary will be on the Research Assistant scale 1 (£3,195 to £3,501).

Application forms and further particulars are available by phoning or writing to Mrs Pat Hall, The Recruitment Office (MILTON 71111), The Open University, Box 75, Walton Hall, Milton Keynes MK7 6AA, or telephone Milton Keynes 65985 : 24 hour answering service.

Closing date for applications September 1, 1978.

LONDON
INNER LONDON EDUCATION AUTHORITY

Instructors
(2 posts)

Adult Training Centres for the Mentally Handicapped (Post 'A' is temporary for 10 months. Post 'B' is permanent)

£3,330 to £4,266 inclusive
(qualification bar at £4,086 inc.).

The Centres offer a programme of further education social and domestic training, and arts and crafts activities, with on-going assessment of people attending the Centres, and their needs, as an essential feature of programme planning. Professional back-up support is provided, as required. Applicants should preferably have the Diploma in Training and Further Education of Mentally Handicapped Adults, or other suitable teaching qualifications, but applicants with relevant experience will be considered. Thirty-five hour week, Monday-Friday, with a four-week compulsory closure at certain times, with an additional variable two weeks' holiday.

Post 'A' is at Roehampton, S.W.15 and is due to secondment of a member of staff on professional training from October 1, 1978. He/she will be responsible primarily for domestic training, but will be encouraged to take part in other activities. Further details from Mr. Peskett, Centre Manager (01-789 0648). Ref. TES/614.

Post 'B' is at Battersea, S.W.11 and will mainly involve social training and/or further education, with an opportunity to assist in running community projects with people attending the Centre. Further details from Mr. Rock, Centre Manager (01-622 4577). Ref. TES/621.

Application forms from Director of Social Services, Town Hall, London SW18 2PU (01-874 6464, exts. 472/550). Please quote appropriate reference number. Both close September 2.

London Borough of
Wandsworth

Leicestershire

BRAUNSTONE COMMUNITY EDUCATION PROJECT

Wycliffe School, Hamelin Road, Leicester (Tel. 868175)

COMMUNITY EDUCATION TUTOR

Qualified teacher(s) required to develop existing pioneer work in basic adult education, mainly with parents, in large city housing estate. Tutor(s) based at specially provided mobile classrooms at two infant schools. The post is therefore suitable for one full-time appointment or two half-time tutors. The present tutor leaves in December but an appointment will be made as soon as possible so as to enable him to work with the new tutor(s) before then. Tutor(s) will join a team of four full-time staff in the Project which draws together the school and post-school educational work in the area. Further particulars on request.

Applications (no forms) with the names and addresses of two referees to be sent within two weeks of advertisement to the Principal of the Project at address above.

Youth and Community Service

Applications are invited for the following full-time Youth and Community Work posts :

(1) Community Liaison Worker
Heathcote Youth Centre, Chingford, E.4

(2) Community Liaison Worker
Warwick Youth Centre, Walthamstow, E.17

Possession of a recognised professional qualification in Youth and Community Work will be an essential requirement.

Salary in accordance with the Burnham (Further Education) Lecturer I Scale, rising to a maximum of £5,631 inclusive of London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ. Closing date for receipt of applications : Friday, 8th September, 1978.

London Borough of
Waltham Forest

MINISTRY OF DEFENCE
BURNHAM LECTURERS GRADE I
(SPECIFIC PERIOD APPOINTMENTS)
ROYAL AIR FORCE LOCKING, WESTON-SUPER-MARE

Vacancies exist for a number of Burnham Lecturers for "Specific Period" appointments for a period of one year from 1 October, 1978, or as soon as possible thereafter. Duties are concerned with teaching Electrical/Electronic Engineering Subjects up to TEC Level 3 standard and assisting with curriculum development.

The minimum qualification is HNC or equivalent in Electrical/Electronic Engineering. Applicants with a Degree in Physics and suitable experience will also be considered. Teaching experience and/or a Teaching qualification is desirable.

Salary will be in accordance with the Scales £3,192-£5,334 for teachers in Establishments for Further Education in England and Wales per annum according to qualifications and experience. A non-pensionable allowance of £582 per annum will be paid for the slightly longer teaching year.

Application forms can be obtained from Civilian Administration Officer, Royal Air Force Locking, Weston-super-Mare, Avon BS24 7AA.

Completed forms should be returned as soon as possible, but no later than two weeks from the date of this advertisement.

MINISTRY OF DEFENCE
BURNHAM LECTURERS GRADE I
SPECIFIC PERIOD APPOINTMENTS
RAF HALTON, AYLESBURY, BUCKS

Applications are invited for a number of Temporary Teaching Appointments in the Basic Studies Wing at Royal Air Force Halton, for a period of one year from 1 October, 1978 or as soon as possible thereafter.

Duties :
Teaching the Basic Sciences in Mechanical or Electrical Subjects at levels up to ONC/TEC.
Assisting with Curriculum Development.

Qualifications :
Essential : HNC or equivalent in Mechanical/Aeronautical or Electrical/Electronic Engineering.
Desirable : A Degree in Mechanical/Aeronautical or Electrical/Electronic Engineering. A Teaching qualification. Previous experience of teaching Engineering Subjects.

Salary : Salary will be in accordance with the Scales of teachers in Establishments for Further Education in England and Wales, i.e. £3,192-£5,334 according to qualifications and experience. A non-pensionable allowance of £582 per annum will be paid for the slightly longer teaching year.

Applications : Application forms can be obtained from 60 Basic Studies Wing, Royal Air Force Halton, Aylesbury, Bucks, to whom the completed forms should be returned as soon as possible, and not later than two weeks from the date of this advertisement.

UNIVERSITIES
Appointments continued

GLASGOW
THE University of GLASGOW
DEPARTMENT OF ZOOLOGY
A RESEARCH ASSISTANT is required to help prepare and test scoring materials for a new course in Human Biology for the post will be for 10 months only.
Applications are invited from graduates who will be under 26 years of age on August 1, 1979. Salary at rate of £3,081 per annum on Range III of the Salary Scale for Research and Analogous Staff.
Applications, naming two referees, should reach Dr. M. H. Hansell, Department of Zoology, University Gardens, Glasgow G12 8QQ before September 1, 1978.
In reply please quote Ref. No. 40231.

SOUTH PACIFIC
THE UNIVERSITY
Applications are invited for the post of LECTURER in EDUCATION (Post 78/45). Applicants should be prepared to teach social/cultural foundations of education courses and to provide general supervision of student teaching experience. Preference will be given to candidates with substantial experience in primary/middle school teaching or teacher education who have worked in developing countries.
The successful applicant will be one of a team teaching situation courses both in diploma and degree level and will also be concerned with external courses in education.
Salary scale: $17,000 to $21,000 per annum, (£1 sterling equals $1.62.) In addition the university provides 16 per cent gratuity, superannuation contribution, appointment allowance, and partly furnished accommodation at a maximum rental of 8 per cent of the salary (this is under review).
Appointment will be for a contract period of three years and may be renewed by mutual agreement.
Candidates should send three copies of their curriculum vitae, quoting the above reference, with full personal particulars and names and addresses of three referees in triplicate to the University of the South Pacific, P.O. Box 1168, Suva, Fiji to reach him no later than September 2, 1978.
Applicants resident in the United Kingdom should also send one copy to the International Universities Council, which is situated at Woodcote Grove, London W10 6HT. Further details may be obtained from either address.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT
with its world-wide academic readership—the TLS—which is read by all countries every week—provides a first class medium for advertising the quality Appointments especially in the Arts and the Humanities. Today's TLS has a minimum cost of £1.50 per single column centimetre display. To book advertisement space please contact Classified Advertisement Department, The Times Literary Supplement, Pan Am House, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 472.

Fellowships Studentships and Research Awards

EDINBURGH
THE UNIVERSITY
DEPARTMENT OF ARTIFICIAL INTELLIGENCE
RESEARCH ASSOCIATE/ FELLOW
A RESEARCH ASSOCIATE/ FELLOW is required to join a research team which is investigating how children's mathematical skills are influenced through using computers as a method of exploring mathematical processes. The successful applicant will take responsibility for the day-to-day management of the project which involves working with children both in the laboratory and in local schools. Applicants should have a good honours degree or a related subject and should have a computing experience. Teaching experience would also be an advantage.
The post is available for three years. Salary will be at an appropriate point on the scale £3,681 to £4,476 according to age, qualifications and experience.
Further particulars may be obtained from Dr. Howe, Department of Artificial Intelligence, University of Edinburgh, 2 Hope Park Square, Meadow Lane, Edinburgh EH8 9NW, to whom applications, together with the names and addresses of two referees should be lodged not later than 20th September, 1978.
Please quote reference 5044.

Assessment Centres

LIVERPOOL (City of)
SOCIAL SERVICES DEPARTMENT
TEACHER, ROBINHAVE HALL
Day Care Assessment for Children in a Community Home
Derwent House Assessment Centre, Liverpool 18
Applications are invited from qualified teachers for this new residential post for General Subjects teacher in the above establishment which accommodates 20 girls between the ages of 10-16½ years and serves Merseyside and a large part of the North West region. The function of the Home is to assess the girls' needs and recommend their future placements and training. Classes are small setting with ten pupils to children who may be suffering school refusal problems. Anyone wishing to discuss this post informally is invited to telephone the Superintendent (051 233 3621).
General Local Government Conditions of Service apply. Application forms may be obtained from the Director of Social Services, The Sefton Garden, Liverpool L22 4AW (Tel. 051 227 5011 Ext. 2621).
Closing date: 30th August, 1978.

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY YOUTH SERVICE
HALYARD YOUTH CLUB
Applications are invited from suitably qualified candidates for the post of DEPUTY LEADER at this well established club with roots in the parish of Luton Town Ward on the Campus of Halyard High School, Luton.
This post offers excellent experience in a progressive and expanding Youth Service, and offers In-Service Training and regular supervision. Assistance will be given towards approved removal expenses, lodging and casual mileage allowance.
Salary within the J.N.C. Scales for Qualified Leaders, Scale 1, £3,534 to £5,079.
Application forms and full details from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP, to whom the completed forms should be returned as soon as possible.

HARINGEY
Haringey Borough of
YOUTH AND COMMUNITY SERVICES
ALEXANDRA SECOND YOUTH WORKER
WOOD GREEN YOUTH AND COMMUNITY CENTRE
A second youth worker is required for Wood Green Youth and Community Centre, purpose-built in the early 1970's and includes facilities for a gymnasium, social area, coffee bar, reception areas, etc. Applicants should be recognised as qualified Youth Leaders or Teachers and will have responsibilities both in administration and counselling as part of the duties of assisting with the running of the Centre. Conditions of service will be in accordance with the provisions of the J.N.C. and the salary payable will be at Range 3, (points 2-5) i.e. £4,824 to £5,361 inclusive of London Allowance.
Application forms and job descriptions from Further Education Division (Ref. PE/JKW), London Borough of Haringey, 476 High Road, Tottenham N17. Telephone: 01-801 3180, ext. 30.
Returnable within 14 days of this advertisement.

LIVERPOOL
WARDEN
MOSSLEY HILL ESTATE COMMUNITY CENTRE
Liverpool 8
Rhythm Estate Residents' Association are applying for a suitably qualified and/or experienced worker to initiate and develop work based on new Urban Aided project situated on a modern Corporation Estate in the centre of Liverpool.
This post is open to persons of either sex.
Salary: Either A.P.4 or J.N.C. 3 according to qualifications.
Write or telephone for details to: Mr. T. Driscoll, c/o 41 Mossley Hill Road, Liverpool L8 3AP. Closing date: August 20th, 1978.

LIVERPOOL
CHILDWALL YOUTH CLUB
Applications are invited for the post of Qualified LEADER for Childwall Youth Club, Liverpool. Salary scale J.N.C. 3 (iii).
Application forms and Job Description from the General Secretary, Merseyside Youth Association, 58 Sholl Road, Liverpool L6 5AF.

LONDON
CAXTON HOUSE SETTLEMENT
SECOND FULL-TIME YOUTH WORKER
Caxton House is a community centred Neighbourhood Centre in North Islington. A second Youth Worker is needed to take responsibility for developing and organising the youth work with 13 to 21-year-olds in a multi-racial area. The work includes the organisation of the building based youth work activities and initiatives that will respond to the needs of young people. The worker should also be available for the outreach work being developed by the first worker. The person will be part of a team of 10 full-time staff.
Salary £3,534 to £4,476 (under review) on JNC Scale 1 (Caxton House, 129 St. John's Way, London, N.19).

NATIONAL ASSOCIATION OF YOUTH CLUBS
PROJECT DIRECTOR is required to support and supervise an experimental project team of staff and to be responsible with the Chief Executive for the preparation of the project and its implementation. The project is concerned with the development of the association's programme of the over-sixteens. The post is appointment based at the N.A.Y.C. Training Association, Wiltshire.
Commencing salary within range £6,063 to £7,215 (May 1978 statutory settlement).
Full details and application forms (closing date 1st September) from National Association of Youth Clubs, 30 Rutland Square, Edinburgh EH1 2BW. Telephone: 031-229 3494 (24 hours).
(Closing date for applications: 31st August, 1978.

SALOP
COUNTY COUNCIL
YOUTH SERVICE
Applications are invited for the post of YOUTH WORKER in the Market Town, Shropshire.
Salary J.N.C. Range 3, points 3-5: £4,824 to £5,361.
Further particulars and application forms, which should be returned by 6th September, 1978 to County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

SALOP
COUNTY COUNCIL
YOUTH SERVICE
Applications are invited from suitably qualified persons for the post of YOUTH WORKER in Telford New Town, Salop (J.N.C. Scale 1, points 1-5). This post is suitable for a newly qualified person.
Application form and further particulars from the County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, to be returned by 5th September, 1978.

STAFFORDSHIRE
County Council
EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
CHEADLE YOUTH AND COMMUNITY CENTRE
Applications are invited from qualified persons for the post of FIRST YOUTH AND COMMUNITY LEADER at the above Centre. Salary within J.N.C. Range 3, points 3 to 5.
Application forms and further particulars from the Area Youth and Community Officer, Education Office, Tape Street, Cheadle, Stafford ST10 1EJ, telephone Stafford 3121, extension 2424.
Closing date September 1, 1978.

SOUTH GLAMORGAN
County of
YOUTH AND COMMUNITY CENTRE
The Parade, Cardiff
Required as soon as possible:
TEACHER-LEADER
TEACHER-LEADER (Part-time)
Fully qualified and experienced teachers with interest in youth and community teaching experience and community education to develop and undertake some teaching of English as a Foreign Language to adults based on the Community Tutor in the day and to assist with further development of the centre. This is a unique opportunity for the next five years under the Urban Aid Programme.
Application forms and further particulars may be obtained on receipt of a stamped addressed envelope from the Principal Youth Officer to whom completed forms should be returned within 10 days of the appearance of this advertisement.
J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

TRE TELFORD TRUST
Applications are invited for the post of
YOUTH WORKER
at the
COURT CENTRE
Madeley, Telford, Salop.
Salary grading under review J.N.C. Scale 3 (points 3-5) i.e. £4,824 to £5,361 per annum.
Further particulars and application forms, which should be returned by September 4, 1978, from the Secretary to the Trustees, P.O. Box 4, 17/18 Malthouse House, Town Centre, Telford, Salop.

Warwickshire Education Committee
TEMPORARY TRAINING ASSISTANTS (2 posts)

Applications are invited from suitably qualified candidates for appointment as temporary Training Assistants based at Homley Hall Residential Youth Centre, near Kenilworth.
The temporary posts are established as part of the County's programme for the young unemployed and they will be concerned mainly with organising short residential courses, personal counselling and giving general support to the programme in Warwickshire. Candidates should have relevant training in youth work, teaching or the social sciences and should have experience of running residential courses.
The appointments will be for one year from September, 1978, and the salary will be within the range £3,071-£3,918, which is based on the J.N.C. scales for Youth Leaders and Community Centre Wardens, according to qualifications and experience.
Further details and application forms may be obtained from the County Education Officer (ref. SF/AD8), 22 Northgate Street, Warwick CV34 4SR, telephone Warwick 43431 (extension 2382). Closing date for applications: 7th September, 1978.

Dr. Barnardo's—Midlands offer a job that is different

Deputy Project Leader

OSMOND HOUSE
£2,967-£4,320 p.a.+£312 p.a. Supplement
Osmond House is a Community Project offering Adolescent Day Care and a variety of I-I Groups as a basis of its involvement with youngsters and their families.
There are also other activities, including holiday schemes, work experience and a youth club.
There is a multi-disciplinary staff team of six. The Deputy Leader will be expected to have had experience in dealing with youngsters up to 16 years—both individually and in groups—and to be able to take charge of the unit in the absence of the Leader.
Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Transferable pension.
Applications and enquiries: Mr. S. Dickinson, Osmond House, 78 Alcester Road, Moseley, Birmingham 13. 021-449 2896.

Barnardo's

OVERSEAS TEACHING POSTS

PHYSICAL EDUCATION INSTRUCTOR
(MOROCCO)
Rabat American School, Rabat.
Qualifications: Teaching certificate.
One year's relevant experience and knowledge of French desirable. Single candidates preferred.
Salary Scale: US Dollars 7,027-12,879 pa—30% payable in US Dollars (tax-free) and 70% payable in Moroccan Dirhams (taxable).
The instructor will be entitled to free medical coverage under Blue Cross/Blue Shield scheme.
One/two-year contract. 78 TS 134

LECTURER/SUPERVISOR
(ECUADOR)
British Institute, Quito. Tenable November, 1978.
Qualifications: Degree with postgraduate TEFL qualification and at least five years' TEFL experience. MA in Applied Linguistics, teacher training experience and knowledge of Spanish desirable.
Salary: £6,681-£7,707 pa.
Benefits: Overseas and children's allowances; free furnished accommodation; medical scheme; employer's share of superannuation contribution. Two-year Sub-Formula contract, renewable. 78 PO 165

ELT ADVISER
(MALAYSIA)
Teacher Training Division, Ministry of Education, Kuala Lumpur.
Qualifications: Qualified teacher with MA in Applied Linguistics or one-year postgraduate diploma in TEFL and substantial experience including teacher training.
Duties: to act as Adviser to the Teacher Training Division on the ELT programme for Colleges. In addition, there will be 10 hours' direct teaching at the associated Language Institute.
Salary: £6,681-£7,707 pa+10% inducement allowance.
Benefits: Overseas and children's allowances; free accommodation. Two-year. KELT contract. 78-PE-176

CONSULTANT
(INDONESIA)
Technical English Upgrading Programme, Directorate of Vocational and Technical Education, Jakarta.
Duties will involve needs analysis, teacher training and writing ESP materials.
Qualifications: Degree, MA in Applied Linguistics or one-year postgraduate diploma in TEFL and five years' experience in TEFL, ESP and teacher training.
Salary: £6,681-£7,707 pa+10% inducement allowance.
Benefits: Overseas and children's allowances; free accommodation.
Two-year KELT contract.
Return fares are paid. Local contracts are guaranteed by the British Council.
Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

GOVERNMENT OF BERMUDA
MINISTRY OF EDUCATION

Applications are invited from certificated teachers and university graduates who hold a recognised teaching qualification for appointment in September, 1978.

SECONDARY:
1. Geography
2. General Subjects (Remedial) with Geography

Applications are invited from certificated teachers and university graduates who hold a recognised teaching qualification for appointment in January, 1979.

SECONDARY:
1. Motor Mechanics

CONDITIONS OF SERVICE:
Salaries: BD$7,698 to BD$14,226 per annum depending on qualifications and experience.
Baggage Allowance: Some assistance is provided for personal baggage.
Contracts: Three years in the first instance.
Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (unmarried), not exceeding the equivalent of four adult passages. Paid return air passages between onagamentia.
Government Health Scheme: Medical and surgical benefits.
Superannuation: United Kingdom employee's contribution guaranteed.
Application by airmail to address indicated, providing a full curriculum vitae, including: full name, date of birth, marital status and dependants, nationality, small photograph, college(s) attended, degree work and professional training (with dates of qualification), teaching experience, two testimonials and the names of two persons who will be willing to provide confidential (professional) references.
Department of Education, P.O. Box 1185, Hamilton 5, Bermuda.

ST. PAUL'S METHODIST COLLEGE
P.O. Box F-897
FREEPORT, GRAND BAHAMA

St. Paul's College, an all-age private school, administered by the Methodist Church of the Bahamas, requires a

Teacher of French & Spanish
(with a few periods of English)

for September, 1978. The school has 200 students in the High School, 650 students overall. Students prepare for the Bahamas Junior Certificate at the end of Form 3 (Grade 9) and then go on to prepare for the London G.C.E. 'O' level.
The successful applicant would be expected to teach Spanish to Grades 6 to 8 and French to Grades 9 to 11, with some English allocated in order to complete a normal timetable. French is being replaced with Spanish in the school's curriculum.
Applications are invited from qualified teachers, who should set out details of their qualification, and experience where applicable. Applications should be sent to the Principal, St. Paul's College, P.O. Box F-897, Freeport, Grand Bahama, Bahamas.

ENGLISH LANGUAGE TEACHERS
KUWAIT

International Language Centre invites applications from experienced teachers of English as a foreign language to join an established team engaged in the language training of oil company staff.
Candidates should be males of bachelor status and should hold a degree from a British university.
Appointments are for one year from September, 1978. Remuneration is in excess of £7,000 p.a. tax free. Return air fares, housing and daily transportation to the teaching site are provided free. Paid holidays are six weeks per year.
For details and application form apply:
Personnel Department,
INTERNATIONAL LANGUAGE CENTRE
70 Old Bond Street, London, W.1.

Lincolnshire
Education

Careers Officer, SPALDING
£3,168-£3,831/£4,368 inclusive
Required in the Spalding Careers Centre. Applicants should be experienced and/or qualified Careers Officers including those who have completed or are attending DCG Courses.
Salary: starting salary for qualified Careers Officer will be £3,681, inclusive.
Applicants must hold a current driving licence and a car allowance is payable.
The County Council has a Scheme of removal and lodging allowances payable in appropriate cases.
Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln (Telephone Lincoln (0522) 25 348—please quote ED259). Closing date for applications 8 September, 1978.

Overseas Appointments

SPAIN
Young female U.K. TEACHER required for September school in Valencia and at September, whose leader of games and experience preferred. Evening classes only. Good salary, free medical insurance. Please contact Mrs. Lister, 47 Kingsley Road, Hazlemere, Hatherden, West Sussex. Further details. Tel.: 0494 [illegible].

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can appreciate their commitment through dedicated service for the challenging worthwhile work. Voluntary terms.
Please send postage for reply: F.M.M., Shenley Lane, London Colney, Hertfordshire, AL2 1AR.

ITALY
S.F.L. TEACHERS required for secondary private day school in Milan. Theatrical ability an asset.
Free accommodation. Interviewing now in America and Canada. Telephone Professor Andrew Bentley, London 01-402 9472, from 2 p.m. to 6 p.m.

IRAN
Three qualified TEACHERS required urgently for a small primary school in Shiraz, Iran. Very good salary, free modern accommodation and company transport provided.
Please phone 01-502 4511 between 7 p.m. and 9 p.m.

KENYA
Small happy private Sixth Form College in Nairobi has vacancies for TEACHERS, both subjects and languages, especially Linguistics, PHYSICS and MATHEMATICS for January 1st, or September 1st, 1979.
Photograph, curriculum vitae, two written confidential references, to: 14a/4/6, Nairobi. Tel. 66777.

JAMAICA
Wanted for September 1, 1978: Graduate Teacher for the following subjects:
ENGLISH
Apply immediately to: The Principal, Mannings School, Chapelton P.O., Jamaica, W.I., enclosing the names of two (2) referees.

BAVARIA
LANGUAGE SCHOOL
Wanted: Qualified TEACHER (female) for SPANISH-FRENCH (ENGLISH) required for Christmas (ENGLISH) required for Christmas required, ages 25-30.
Applications to Tullmann Schule, D8555 Horn-Schwangau—Allgäu.

JAPAN
TEACHERS of ENGLISH for Japan from October, for one two years. Students from 16 years to adults. Apply letter to The English Study Centre, Wellington Road, BN12 4HP. Telephone 0273 [illegible].

IRAN
Experienced qualified teachers required for kindergarten and elementary English speaking school in Tehran. Two years teaching experience. Replies to W. E. Harry, 01-402 7222.

GREECE
TEACHER of ENGLISH required as soon as possible.
Apply giving full particulars to St. Dionysios, 213 Korinthou St., Patras, Greece.

MEN-WOMEN with leaving certificate to teach English, available from September to Winter, apply to International School 5/5 Via Natural, 74100 Taranto (Italy).

Administration

Local Education Authority

BRADFORD (City of)
METROPOLITAN COUNCIL
LANGUAGE OFFICER (Integration)
£5,535-£7,662 per annum. Post Ref. LA 1877(CAR)/568
Applications are invited from practising Careers Officers and/or holders of the Diploma in Careers Guidance to work in the Recruitment Services Section based in the Headquarters of the Careers Service, Provincial House, Bradford.
The successful applicant will be responsible for (i) the development of a careers information service, (ii) a resource centre, (iii) the production of careers literature, (iv) the establishment of contacts between local employers and employers in the district. The post involves the organisation of symposia and information bulletins so as to keep employers fully informed. It is an essential element of the work. Assisting in the examination of results and the conventions for the whole district will also be a responsibility of the post holder.
The above salary figures are inclusive of supplement.
Application forms are available from the Staffing and Training Unit, Directorate of Educational Services, 5th Floor, Provincial House, Norfolk Street, Bradford BD1 1NP.

EALING
(London Borough)
CAREERS OFFICER
Salary: Ealing Scale 3 (£3,696-£4,032 per annum inclusive).
Applications are invited from qualified Careers Officers for a post within the London Borough of Ealing Careers Service arising from internal promotion.
Casual user car allowance.
Application forms and further details available from the Chief Education Officer, London Borough of Ealing, Perceval House, 14/16 Uxbridge Road, Ealing, London, W5 2HL to be returned within 14 days of the appearance of this advertisement.

BRADFORD (City of)
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Casual user car allowance.
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THE SOUTHERN EDUCATION AND LIBRARY BOARD
DEPUTY CHIEF OFFICER

Applications are invited for this newly established post from graduates or persons of equivalent status with teaching and relevant administrative experience at a senior level with a Local Education Authority.
The Board is the Education and Library Authority for an area of the Province comprising the District Councils of Armagh, Banbridge, Cookstown, Craigavon, Dungannon and Newry and Mourne. It includes County Armagh, South-West Down, East and South Tyrone and small areas of Counties Londonderry and Antrim. The population is about 264,000.
Approximately 77,600 children and young persons are in full-time attendance at 364 schools and six institutions of further education in the Board's area which is also served by 20 Branch Libraries. In addition to teachers the Board employs about 4,800 persons in full or part-time capacities.
The salary scale for the post will be 75 per cent of that of the Chief Officer. The relationship is further affected by the Government's Pay Policy and the current scale (under review with effect from the 1st July, 1978) will be £9,385-£9,707 (inclusive of supplements).
Application forms and further information about the appointment may be obtained from the Chief Officer, The Southern Education and Library Board, 3 Charlemont Place, The Mall, Armagh BT61 9AZ, Northern Ireland. (Telephone Armagh 523811.)
Completed forms must be returned by 4 p.m. on 14 September, 1978.
Canvassing in any form will disqualify.

Spitalfields Centre—Brady Club

MANAGER

£5,208-£5,508

The premises of the Brady Club in Hanbury Street, E.1, have been jointly acquired by the Spitalfields Project and the London Borough of Tower Hamlets. They are used for accommodating an ever increasing wide range of leisure, recreational and social activities.
The Manager is responsible for the daily management of the Centre, consultation with local organisations and promotions of new projects and activities.
Applicants, male or female, should have a working knowledge in the running of a Community Centre catering for the needs of all ages.
Application form from Personnel Services, London Borough of Tower Hamlets, Town Hall, Patriot Square, London E.2, or telephone 01-981 0677 (24-hour Answafone) quoting Ref. 5/2. Closing date 4th September, 1978.

THE SPITALFIELDS PROJECT Tower Hamlets

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

SOCIAL SERVICES DEPARTMENT
is developing a
NEW DESIGN FOR CARING
and requires a

CHIEF TRAINING OFFICER

Salary PO1(F) £6,513-£7,230
(including supplement)

to lead a team of four training officers equipped with Training Centre, Library, Audio and Visual Aids, Video and film equipment. Providing in-service and post-training services to fully qualified professional fieldwork staff and participating in the aim to achieve a similar standard in respect of the residential, domiciliary and day care sectors.
For informal discussion please contact J. Williams (Wakefield 70211, Ext. 8103).
Requests for application forms and further information (accompanied by S.A.E.) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to be received by 6.9.1978.

EDUCATION COMMITTEE CAREERS CENTRE

Would you like to help unemployed young people?

Applications are invited for the following posts:—

2 CAREERS OFFICERS

One of whom will have special responsibility for helping unemployed young people with particular reference to the New Government Special Schemes and, one whose duties will specifically include liaising with and offering services to Centres for the Unemployed, City Priority Area Teams, Probation Groups and other organisations dealing with young people.
The salary will be within the range AP3/4 (AP3 £3,420+£312-£3,834 + £312. AP4 £3,933 + £312-£4,320 + £312), depending upon qualifications.
Preference will be given to those with the Diploma in Careers Guidance.
Application forms and further particulars available from Jack Chadderton, Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU. Completed application forms to be returned within a fortnight of this advertisement.

City of Newcastle upon Tyne

MEDICAL LIBRARIAN

Ministry of Defence Hospital
Riyadh, Saudi Arabia

The hospital is a new acute general hospital of 350 beds which will open in September this year. The Library will serve the needs of Postgraduate medical staff.
Applications are invited for a three-year appointment as Medical Librarian from graduate Chartered Librarians with experience in the organisation and development of medical library services. The Librarian will be required to set up the library including selection, ordering and processing of material, to establish administrative procedures, to design and develop library services and to train staff.
A formal link will be established with the Library of the Royal Society of Medicine, which will act as a back-up resource and whose staff will be available for consultation and assistance. The RSM will also, through practical placement, assist in the training of staff.
Salary and Conditions.
Salary 45,780 S.R. per annum (current rate of exchange 6.4 S.R. to £1). Free accommodation. Two-year contract in the first instance.
Telephone for application forms, etc., to 01-730 4511, Ext. 227, and return to Dennis Debenham, Personnel Officer, Overseas Health Services, Allied Medical Group, 18 Grosvenor Gardens, LONDON SW1 WDOZ.

AMG Allied Medical Group

Assistant Director
(Further Education)

Applications are invited for this post carrying responsibility under a Principal Assistant Director for a wide range of further education activities in a large County Authority. Applicants should be graduates with teaching and administrative experience. It is hoped that the person appointed will be able to take up duties no later than January 1979.

The salary will be £7,968-£8,715 including supplements.

An Essential Car User Allowance is also payable.

The County has a scheme for assistance towards the costs of removal and re-location expenses and lodging allowance.

An application form and further particulars may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.

Closing date Wednesday 30th August 1978.

Derbyshire

Somerset

EDUCATION AND CULTURAL SERVICES COMMITTEE
Street Area Careers Office

Senior Careers Officer

required for the Street Area Careers Office. Salary Grade AP 4/5 (£4,245-£5,073 per annum).
The successful candidate will be deputy to the Area Careers Officer and will deal mainly with older pupils and college students.
Candidates should be appropriately qualified and have previous experience in the Careers Service.

Application forms and further details are available from the Chief Education Officer (Staff N/T) County Hall, Taunton.

Closing Date 25th August, 1978.

Bolton Metropolitan Borough

SENIOR ADMINISTRATIVE ASSISTANT

AP4, £3,933-£4,320 plus £312 p.a. supplement

Required to work in the Awards Section of the Department of Education. Duties include supervision of administration of discretionary and mandatory awards at establishments other than Universities. Assisting as required in the processing of mandatory awards at Universities and allocation of children to secondary schools.
Application forms, available from the Personnel Officer, Town Hall, Bolton (Bolton 22311, ext. 587) should be returned by 1st September, 1978.

STRATHCLYDE
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION
DUNBARTON DIVISION
(Re-advertisement)

ADVISER IN TECHNICAL EDUCATION

Registered teachers who possess suitable qualifications and who have had considerable experience in the classroom or post of responsibility are invited to apply for the interesting post in the advisory service in Dunbarton Division.
The functions of the adviser will include mainly organisation of in-service courses for teachers, promotion of curricular development, assistance with the recruitment and placement of teachers, liaison with the planning of new schools, the preparation of briefs for architects and such other duties as the director of education may designate.
The responsibility payment for this appointment will be £2,628 and salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. Superannuation and conditions of service will be as applicable to local government officers.
Re-advertisement—previous applicants need not renew their forms of application.
Forms of application may be obtained from the Department of Education (Ref. C/ED), 26 Bothwell Street, Glasgow G2 6NR (telephone number 041 204 0822), and should be returned there (completed) no later than September 14, 1978.
EDWARD MILLER, Director of Education.

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT

Assistant Divisional Education Officer/ Professional Assistant

Salary: Principal Officer Range
£5,727-£6,702 p.a.

To be based principally at the Divisional Education Office, High Wycombe, but with some duties at County Hall, Aylesbury. The post is suitable for a graduate with varied teaching experience who is interested in entering educational administration.
Essential car user allowance. One hundred per cent expenses, lodging allowances, and assistance with legal expenses payable in appropriate cases.
Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ. Or on receipt of a stamped addressed envelope. Completed applications to be returned within 17 days of the appearance of this advertisement.
This post was advertised in May, and previous applicants who wish to be considered should write to the Chief Education Officer enclosing any additional information they may wish to submit in support of their previous application.

City of Salford
EDUCATION DEPARTMENT

GENERAL ADVISER—Mathematics and Science
£7,689-£8,373 (Head Teachers' Scale Group 8)

Applications are invited from suitably qualified and experienced persons for the above post. Duties include general responsibility relating to a group of schools including curriculum and organisational advice to Head Teachers and Senior Staff, assistance in teacher appointments and promotions, guidance and assessment of probationary teachers and planning and leading in-service training courses. This post carries specific responsibility in the field of Mathematics and Science. The successful applicant will be required to improve standards of Numeracy and Science subjects, thereby securing and maintaining progress in the development of these subjects in the schools of the Authority.
Applicants (male/female) should have had appropriate and successful teaching experience and be able, within a responsible advisory role, to apply this specialist ability within wider current developments in the Education Service.
Post Reference: 2946/TES.
This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications.
Please write or telephone 061-793 3189 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2BN, to whom they should be returned by 1st September, 1978.

Careers Officers

£3,912 to £5,253* Caterham, Epsom, Esher
To join a team of Careers Officers in South East and North Surrey and to undertake a general caseload. Candidates should have a degree or equivalent qualification and be qualified for the work of The Careers Service.
*Salary according to age and experience (Post probationary year officers start at £4,426). Car mileage and subsistence expenses payable together with generous relocation expenses in approved cases.
For further details and to apply, see below.

Trainee Careers Officers

Train for, a worthwhile career helping young people to choose careers, select further education courses and get suitable jobs.
Applicants should have a degree or equivalent qualification and have had a minimum of two years' gainful employment since graduation or be an older candidate with substantial successful employment experience.
We provide induction training of 6-8 weeks, followed by a year's full time training course at Birmingham or Trent Polytechnics.
Salary £3,003 to £3,468 plus training expenses. On completion of training salary rises to £3,912 to £4,326 with good prospects of promotion.
For all posts further details and application form from County Education Office (Ref. C8/JT) County Hall, Kingston upon Thames, KT1 2DJ. Tel. 01-546 1050, ext. 8494. Closing date 10 days from appearance of this advertisement.

SURREY
COUNTY COUNCIL

Careers Service

Careers Officers
Peterborough Area

Applications are invited for the above vacancies from candidates who possess (or expect to obtain) the Diploma in Careers Guidance. Salary AP3/4 (£3,732-£4,632 inclusive of pay awards). Assistance available with housing. Details and application forms (to be returned within two weeks of the publication of this advert) from Assistant Education Officer (Careers), 7 Rose Crescent, Cambridge CB2 3QS.

CAMBRIDGESHIRE
EDUCATION COMMITTEE

Kirklees Metropolitan Council

Directorate of Educational Services

PROFESSIONAL ASSISTANT
HUDDERSFIELD

Grade P.O.1 (Points 4-8)—£6,180-£6,861 p.a. (including £312 supplement)

Applications are invited for the post of PROFESSIONAL ASSISTANT for suitably qualified candidates (preferably good honours graduates) who have a background of teaching experience and who are anxious to move into educational administration, in which this appointment could be a useful first step. Previous administrative experience could be an additional qualification. An attempt would be made to give the successful candidate as wide an experience as possible across the whole field of educational administration. Assistance may be given with the expenses incurred in moving house in accordance with this Authority's Scheme.
Further particulars and application forms from: Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW (tel. 37369, ext. 208), to whom completed applications should be returned within 14 days of the appearance of this advertisement.

HEREWARD COLLEGE
CITY OF COVENTRY

Are you a
NEWLY QUALIFIED TEACHER
AT PRESENT UNEMPLOYED?
Have you considered residential social work in an educational setting?

MALE RESIDENT CARE OFFICERS

are required for the start of the Autumn Term, 1978, at Hereward College, a Residential College of Further Education for 100 physically handicapped students of both sexes aged 16 years and over.
Applicants must have a full current driving licence. The salary scale rises from £2,652 to £3,279 or £3,465 p.a. with appropriate deductions for board and accommodation.
Application forms and further particulars from the Principal, Hereward College, Bramston Crescent, Coventry CV4 9SW, returnable by 4th September, 1978.

Administrative Assistant
RESEARCH AND DEVELOPMENT

Applications are invited for the post of Administrative Assistant in the newly formed Research and Development Section in the Education Department. Applicants should be competent with figures and have a sound knowledge of local government and the education service in particular.

Grade A.P.3—£3,732-£4,146+£285. London Allowance.

Application forms and further particulars may be obtained from the Director of Education (G.L.) Town Hall, Crayford, and should be returned by not later than 29th August, 1978.

Bexley London Borough

ADMINISTRATION
Local Education Authority
continued

HARROW
(London Borough of)
ASSISTANT EDUCATION OFFICER (SECONDARY)
£6,987 to £7,701
To be responsible for the administration of a variety of matters relating to secondary education including appointment of teachers, transfer procedures and movement in the governing and managing bodies of the High Schools.
Men and women applying should have had teaching experience and also have worked in education administration.
Car allowance payable.
Application forms and further details from Assistant Controller of Education (Secondary Admin.), quoting reference 78/51, London Road, Harrow, Middlesex HA1 2HL. Telephone 01-863 5611, extension 2307/8.
Application forms returnable within 14 days.

ISLINGTON
(London Borough of)
PERSONNEL DEPARTMENT
TRAINING ASSISTANT
A.P.1/4 (Ref. PE16)
(£3,039 to £3,867 per annum)
Required to assist with the varied work of the Training Section including the:
Organisation of in-service courses.
Preparation of programmes, hand-outs and operation of audio visual equipment.
Administration of Council's Pre-Entry Training Scheme.
Maintenance of records and files.
Recruitment of school leavers.
Associated correspondence and clerical work.
The post offers considerable scope for the development of interest and experience in the training field. The successful candidate will be encouraged to become registered as a Training Officer.
Application forms and job description from Director of Personnel, 3rd floor, Town Hall, Upper Street, London N1 2UD (tel. 01-359 2424, ext. 2424). Closing date: September 4, 1978.
Our jobs are open to all races and both sexes.

ISLINGTON
(London Borough of)
PARKS & RECREATION DEPARTMENT
PROJECTS OFFICER
(SO1, £6,567 to £6,903 inclusive)
Applications are invited from persons experienced in all aspects of Sport, Recreation or Play. Organizing experience with a Local Authority and qualifications in recreation management or a special appreciation of youth work would be an advantage. As most of the work is concerned with children and young people he/she will need to be sympathetic to this aspect of the work particularly in the Inner Urban Situation.
The successful applicant will undertake the development of sporting and out-door activities and will initiate and be involved in the organization of events, tournaments, festivals, camps and holidays. He/she will offer professional support to the Islington Sports Council and will act as their organizing secretary, other important aspects of the work will include assisting and/or participating in the Recreation and Play Officer and taking part as a member of the Recreation Divisions Management team in the development of local community projects covering all aspects of Recreation.
Informal discussions can be held by contacting Tony Holloway, The Parks & Recreation Manager, on 01-607 7351, ext. 56, or Allan Marriott, Projects Officer, on 01-607 7351, ext. 36.
Application forms from the Parks & Recreation Manager, 7-35 Holloway Road, London N7 0HR (tel. 01-607 7351, ext. 56) returnable by September 4, 1978. Our jobs are open to all races and both sexes.

LEICESTERSHIRE
Qualified CAREERS OFFICERS at LEICESTER UNIVERSITY
Salary AP3/4, £3,420-£4,320 per annum plus supplement of £312 per annum. Assistance with removal expenses and lodging allowance payable in approved cases. Further details on receipt of application.
Apply (no forms) enclosing B.A.C. with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, by 4th September.

LONDON
CAMDEN AND ISLINGTON AREA HEALTH AUTHORITY
SENIOR HEALTH EDUCATION OFFICER
Scale 2 salary, £5,310-£6,279 (inclusive).
Candidates for this post should have at least five years' relevant experience at a senior level including full health education duties. The post is presently based at the Old Royal Free Hospital, Gray's Inn Road, London, W.C.1, and work will include Health Education within all Units of the Camden Districts as well as some specific responsibility for the Area Health Education Service.
Further details and application form from the Area Personnel Department, Insurance House, 76 Theobalds Street, London, W.C.1, or telephone 01-278 [illegible] ext. 205 quoting reference SHEO/ARE.
Closing date: 1st September, 1978.

CITY OF MANCHESTER
EDUCATION COMMITTE
DEPUTY PRINCIPAL CAREERS OFFICER
P.O.1 £5,418-£6,030 plus £312 p.a. supplement
Applications are invited from suitably qualified and experienced careers officers for this post.
The City Council operates a Union Membership Agreement by which all employees are required to join a recognised trade Union.
Application forms and further particulars from the Chief Education Officer (SE11), Education Offices, Crown Square, Manchester M60 3BB. Tel. No. 061-228 8191, Ext 7316. Closing date: 18th August, 1978.

NORTHUMBERLAND
COUNTY COUNCIL
CAREERS ADVISORY SERVICE
TRAINEE CAREERS ADVISER
Based prior to undertaking approved training in the Northumberland Area and Ashington. The person appointed would be required to undertake secondment to a recognised course of training for the C.R.C.D. Diploma in Careers Guidance.
Applicants should have a definite offer of a place on an approved course.
Salary Scale within range £3,132-£3,960.
When course successfully completed £4,086 (assuming no increments).
Special responsibility allowance of £312 p.a. is also payable.
In agreed cases essential car user allowances are applicable, or purchase of season tickets with removal and assisting in expenses in accordance with the County Council's Scheme.
Further details and application forms returnable by 31th September from Personnel Section, Education Office, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3PX to be returned by 11th September, 1978.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ASSISTANT CAREERS OFFICERS
The successful applicants (male or female), will be home based either in the Nottingham area or in the Mansfield or Newark Districts of the County.
They will have a Degree or equivalent qualification and will have successfully completed a course of professional training for the Careers Service, or will be within the range £3,732 to £4,632 inclusive.
Generous assistance will be given with removal expenses in accordance with the Authority's Scheme.
Application forms and further details are available from the Director of Education (YES), Goldsmith House, County Hall, Nottingham NG2 1QP.
Closing date 22nd August, 1978. Please quote reference 2/78.

OLDHAM
(Metropolitan Borough)
EDUCATION DEPARTMENT
CAREERS OFFICER
Applications are invited from [illegible] or experienced officers for the post of CAREERS OFFICER.
Salary A.P.3/4, £3,420 to £4,320 plus £312 supplement. Starting point according to experience, but normally of two years only on A.P.3.
Post vacant immediately but students completing full-time courses in December, 1978, will be considered.
Application forms (S.A.E. please) available from Principal Careers Officer, Education Offices, Civic Centre, Manchester M60 2LA. Tel. No. 061-624 6131, Ext 7316. Closing date: 18th August, 1978.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ASSISTANT EDUCATION OFFICER (Finance and Admin.) PO.1 (4-8) £5,160/£6,561
Applications are invited from suitably qualified and experienced men and women for the post of ASSISTANT EDUCATION OFFICER in the finance and administration branch. Applicants should have a sound knowledge of education finance, including cost control, costing and budgetary control, and have experience of staff training, management and general administration.
Casual user car allowance payable. Assistance may be given with removal and other expenses in approved cases.
Application forms and further particulars may be obtained by quoting ref. no. 18/61 from the Chief Assistant Officer, Municipal Buildings, The Esplanade, Rochdale, Lancs. OL16 1AQ, and should be returned duly completed not later than August 30th, 1978.

WALSALL
(Metropolitan Borough Council)
EDUCATION DEPARTMENT
CAREERS SERVICE
Applications are invited from suitably qualified men or women for the posts of CAREERS OFFICERS, Scale 1st and 2nd. Within the Careers Service of the above Authority. The successful applicant will be employed on A.P. 3/4 (£3,600 to £4,320 plus supplement) and N.J.C. conditions of employment will apply. A car user allowance will be available.
Application forms and further information can be obtained from the Director of Education, Civic Centre, Darwall Street, Walsall. Telephone: Walsall 31244 Extension 4310.

General

THE ROYAL LIFE SAVING SOCIETY
Requires a Technical and Development Officer for the north of England. A graduate level qualification and youth leadership qualifications are desirable. The post is based at Headquarters, Manchester, and will involve extensive travelling. Salary commencing £5,000 p.a. Applications to Director, Royal Life Saving Society, Worcester.

EDUCATION OFFICER required by The Pools Society, to develop, train and expand the Education Department's correspondence and educational field discipline. Salary approximately £5,500 p.a. Working days/ holiday. Government linked pension scheme. Company giving details of interests and past experience to The Pools Society, Secretary, The Pools Society, 21, Tothill Street, London SW1H 9LL, not later than August 31.

BRISTOL
KINGSWOOD SCHOOL
Required SENIOR PSYCHOLOGIST. Working as part of a multi-disciplinary team under Community Nurses and Associated Professionals.

SURREY
ASHA HEALTH AUTHORITY (EAST SURREY DISTRICT)
NORTHERN HOSPITAL
ART THERAPIST (male or female) for one day evening sessions with psychiatric patients. Visiting Consultant Psychiatrist. Applications should be accompanied by full Curriculum Vitae and reference will be given to fully trained art therapists, but consideration will also be given to other qualified applicants. Apply in writing to Personnel Officer, Nuffield Hospital, Cranleigh, Surrey. Telephone Bowlland 623004.

Commonwealth Secretariat

Vacancy for a Project Officer (Grade M3) in the Education & Training Division of the Commonwealth Fund for Technical Co-operation

Applications are invited for the post of Project Officer in the Southern Africa Section of the Education and Training Division. The salary of the post would be within the scale £5,388 to £6,270, plus a 10 per cent interim award pending the outcome of a current salary review. The appointment will be for three years in the first instance.
The Southern Africa Section is concerned mainly with the co-ordination and administration of the Commonwealth programmes for Namibian and Zimbabwean students, under which more than 2,500 students are currently pursuing courses in over 20 Commonwealth countries.
Duties:
The officer's main work will be the day-to-day administration of Namibian and Zimbabwean students' awards in East, Central and Southern Africa. Overseas travel to those regions will be necessary, from time to time. Duties will include the following:
1. Assessing requests for assistance and preparing reports on applications from Namibians and Zimbabweans for placement, scholarships and employment.
2. Interviewing applicants and advising them on their placement at education institutions, their financial support or their employment possibilities.
3. Assisting in the maintenance of liaison with intergovernmental, governmental and non-governmental agencies which are active in helping students from Southern Africa.
4. General supervisory duties in connection with the Section's routine correspondence.

Qualifications:
1. A degree from a recognised university, and a post-graduate qualification in education or some other relevant discipline.
2. Experience in working with government ministries or other agencies concerned with education and training, or aid administration, in East, Central or Southern African Commonwealth countries.

In addition, applicants should have a sympathetic understanding and a good working knowledge of the Southern Africa situation, and should possess the following abilities:
1. To deal with a large volume of correspondence accurately and swiftly, without supervision.
2. To communicate effectively.
3. To establish and maintain a high level of co-operation with people from different cultural and political backgrounds.

Applications for this post, including a brief narrative account of candidates' relevant qualifications and experience, should be submitted by 30th September, 1978, to:
Chief Personnel Officer
Commonwealth Secretariat
Marlborough House, Pall Mall, London SW1Y 5HX
01-839 3411

Child Care

DEVON
RATCLIFFE SPECIAL SCHOOL
John Nash Drive, Pawlett, Bridgwater TA6 4RT. HOUSEPARENT required in this purpose built residential school for 100 Exceptionally Handicapped E.S.N. (M) Children aged eight to 16. A pleasant flat is available for single person. Post would not suit married teacher without an appointment.
Salary on scale £2,145 - £3,042; £2,907 per annum, plus £312 per annum supplements less £468 for board and lodging. Further details and application form obtainable from the Headmaster, to be returned to the school.

Educational Psychologists

BRISTOL
KINGSWOOD SCHOOLS
Required SENIOR PSYCHOLOGIST. Working as part of a multi-disciplinary team under Community Nurses and Associated Professionals.

SURREY
ASHA HEALTH AUTHORITY (EAST SURREY DISTRICT)
NORTHERN HOSPITAL
ART THERAPIST (male or female) for one day evening sessions with psychiatric patients. Visiting Consultant Psychiatrist. Applications should be accompanied by full Curriculum Vitae and reference will be given to fully trained art therapists, but consideration will also be given to other qualified applicants. Apply in writing to Personnel Officer, Nuffield Hospital, Cranleigh, Surrey. Telephone Bowlland 623004.

Librarians

MANCHESTER
THE UNIVERSITY
ASSISTANT LIBRARIANS
Applications invited for posts in the John Rylands University Library of Manchester.
Salary range £3,960-£7,308 per annum, superannuation. Good Honours degree essential; research experience and/or library qualifications desirable; recommendations.
Particulars and application forms (returnable by August 31st) from the Registrar, The University, Manchester M13 9PL (tel. 061-273 4233, ext. 2056).

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION ADVISORY

GENERAL ADVISER
Soulbury £8,217—£8,901 (Inclusive)

Applications are invited for the post of General Adviser with responsibility for History and Social Studies.
The Advisory Service includes a Chief Adviser and two Senior Advisers, each responsible for an area of the city for leading a team of General Advisers, each of whom is responsible for liaison with specific schools and/or colleges of further education in the area. There is also a Director of In-Service Education.
Each General Adviser has responsibility for a particular aspect of the curriculum either in part of or throughout the city. The General Adviser responsible for History and Social Studies is called upon to advise Headteachers and teachers on matters arising in this field. They arrange and cooperate with working parties of teachers studying various aspects of History and Social Studies and they organise and participate in courses of in-service training for teachers.
Applicants are sought who have appropriate qualifications and experience and who are fully informed of current developments in the field of History and Social Studies at all stages of education.
Requests for application forms, accompanied by a stamped addressed envelope, should be sent to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
Closing date: 18th September, 1978.

LEEDS

RENFREW SUB-REGION
EDUCATION DEPARTMENT

AREA COMMUNITY EDUCATION OFFICER
WEST INVERCLYDE AREA

Salary Scale—AP4, £4,920-£5,403*

The successful applicant will be required to supervise and administer the established service in all its aspects, to carry out regular investigations into community trends and to undertake to establish adequate provision to satisfy these community needs and to assist with the development of voluntary organisations and groups catering for young people and adults.
*The salary range is inclusive of supplement.
Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, quoting ref. R101, should be returned by 8th September, 1978.

City of Sheffield
Education Department
Psychological Service, 9 Newbould Lane, Broomhill, Sheffield S10 2PJ

EDUCATIONAL PSYCHOLOGIST
£6,390-£7,875
(including supplement)

A fully trained educational psychologist is required from September 1, 1978.
An interest in working both in schools and in the community is necessary with ability to develop co-operative working relationships with teachers, social and community workers and parents. Experience in action research or project work would be an advantage.
Application forms and further information concerning the service are available from the Principal Psychologist, Mr D. Loxley, at 9 Newbould Lane, Sheffield S10 2PJ. Telephone: 668471. Closing date 25th August.

GATESHEAD METROPOLITAN BOROUGH COUNCIL
DEPARTMENT OF EDUCATION

EDUCATIONAL PSYCHOLOGIST
(Temporary)

Soulbury Points 11-22, £5,757-£7,076

Applications are invited for the above temporary post for the period 1st October, 1978-30th September, 1979. The successful applicant must be a fully qualified Educational Psychologist and will receive a salary in accordance with the scale stated above.
The above post is superannuable and subject to satisfactory medical clearance.
Salary and Conditions of Service are in accordance with the Soulbury Negotiating Committee.
Application forms and further particulars are available from the Director of Personnel and Management Services, 7th Floor, Aidan House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne and Wear NE8 3EL, returnable by 29th August, 1978.

Senior Educational Psychologist

(£7,689-£8,373)

Applications are invited for the above post which is one of two senior posts covering the County; this post covers the western area of the County, including Northampton, and the successful applicant would be responsible to the Principal Educational Psychologist for a team of three Psychologists and for the operation of the service in the area.

Applicants are invited from candidates with a good teaching background and an honours degree in psychology, who have completed a postgraduate course in educational psychology.

The commencing salary will be paid on the Soulbury Scale within the range £7,689-£8,373 depending upon qualifications and experience.

Applicants should be able to drive a car and an allowance will be paid for the use of a private car for official business.

Closing date: 1st September, 1978.

Application forms and further details may be obtained from the Personal Officer, County Hall, George Row, Northampton. Telephone Northampton 34833, ext. 5237.

Northamptonshire

Education Department

Resident House Father

Required in September at MOUNT TAMAR SCHOOL, PLYMOUTH, for a purpose-built hostel for 16 maladjusted boys and girls aged 5-16 years.

You should have had experience in a residential setting in organizing and supervising the work of small groups of disturbed boys, and it is desirable that you should hold suitable child care qualifications. You will be one of a small team, and should be flexible and able to integrate into a system which is designed to create a warm and therapeutic atmosphere. You will need to use initiative and possess a sense of humour in order that the children in care come to terms with their emotional and behavioural problems. A one bedroom furnished flat is available. At present the hostel is organized on a five-day week basis and you will be expected to work in the evenings during the week, but would have every weekend free of duties, and there will be a generous holiday entitlement.

SALARY: £1,821-£3,279 (includes latest pay supplement) less £453 per annum for board and lodging charges (subject to review).

Application forms obtainable from and returnable to MR. P. E. JOHN, HEADMASTER, MOUNT TAMAR SCHOOL, ROW LANE, HIGHER ST. BUDEAUX, PLYMOUTH, as soon as possible.

Please enclose a stamped addressed envelope.

DEVON

Sports Supervisor

Trust Houses Forte Leisure require a Sports Supervisor at Summerland Sports & Leisure Centre, Douglas, Isle of Man.

He/she will be responsible for the supervision of various sports activities including keep-fit and gym.

The successful applicant (male or female) will be qualified and preference will be given to candidates with relevant practical experience.

For further details Tel: 01-439 2373, ext. 46

Leisure

Examiners

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATIONS

The Council invites applications for the following appointments:

GCE EXAMINER in ALTERNATIVE ORDINARY LEVEL BIOLOGY from June, 1979.

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 40, with three years recent teaching experience.

Examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-76 Gower Street, London WC1E 6EB, to whom completed forms should be returned not later than September 1, 1978.

Applicants should enclose a self-addressed foolscap envelope.

Ancillary Services

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY COLLEGE
COUNTY EDUCATION AND AGRICULTURE
Oxford Road, Aylesbury HP21 8HD
Principal: D. W. Hall
B.A.(Cantab), F.R.S.A.
DEPARTMENT OF AGRICULTURE AND HORTICULTURE

Applications are invited for the residential post of HOUSEKEEPER/SECRETARY MATRON. The person appointed will be responsible for the household management of the Students' Lounge, Refectory, and associated amenities. The Hostels accommodate 110 full-time students. In addition, provision is made for boarders and residents. The Refectory supplies meals, lunches and teas for day and short-course students; there is a staff of 20. The Dept. of Agriculture and Horticulture and approximately 100 to 250 lunches are served daily.

Salary on the scale £2,982 to £3,155 per annum. Comfortable living accommodation is provided in the hostel at a charge of £502.32 per month. Remission of up to £150 may be paid. Six weeks' paid holiday per annum. Local Government Superannuation. Duties to commence as soon as possible.

Candidates should hold suitable qualifications and should have had appropriate previous experience.

Application forms and further particulars are available from the Principal of the College, to whom should be returned as soon as possible and not later than 1st September, 1978.

Applications are invited for the post of Secretary to the Principal of the College. Candidates should be experienced shorthand typists and should have had secretarial experience preferably in a College or Institute of Further Education. Salary on the scale £2,982 to £3,155 per annum. Comfortable living accommodation is provided in the hostel at a charge of £502.32 per month. Remission of up to £150 may be paid. Six weeks' paid holiday per annum. Local Government Superannuation. Duties to commence as soon as possible.

Candidates should hold suitable qualifications and should have had appropriate previous experience.

Application forms and further particulars are available from the Principal of the College, to whom they should be returned as soon as possible and not later than 1st September, 1978.

CLWYD
COUNTY COUNCIL
RHOS SPORTS CENTRE
Near Wrexham

MANAGER

Applications are invited for the post of Manager of the Rhos Sports Centre, Centre is Cental Wales' most modern sports complex and is situated in the heart of the Rhos Industrial Estate. The post offers a challenging opportunity to a person with the ability to run the Centre as profitably as possible and with a view to maximising its use by the community. Applicants should be qualified to degree standard in Physical Education and Community Recreation. Good administrative and organisational skills are essential as is a pleasing personality. Salary Scale £3,279 to £4,326 per annum plus £321 supplement. Further details and application forms may be obtained from the Director of Education, Shire Hall, Mold, Clwyd. Telephone Mold 4001.

HAMMERSMITH
London Borough of

INSTRUCTOR-IN-CHARGE (Ref. 4)—£5,940 to £6,867 per annum, inclusive plus unsocial hours payment.

We need an Instructor-in-Charge for Little Hand Literacy Centre to implement the programme of literacy activities.

The main duties will be the administration of the Literacy Centre and to share with two assistants the instruction of pupils and individuals.

Applicants should have relevant experience and qualifications in teaching English to the successful applicant will be required to work evenings, week ends and evenings on a shift system.

Application forms from Assistant Director (Personnel), London Borough of Hammersmith, Hammersmith Town Hall, W.6.C. Building, King's Hall, London, W6 9JU. Telephone: 748 3020. Closing date: 1st September, 1978.

LONDON

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Salary £3,420 to £4,050 per annum, plus luncheon Vouchers.

Please write, giving academic details of previous experience, work record and reasons to Mrs Jean L. Moore, Senior Tutor in Charge of Training, N S P C C School of Social Work, 3-13 Rosebery Avenue, London EC1R 4SA.

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We are a leading social and market research company and can offer you interesting work interviewing a wide range of people on many subjects. If you're single with no ties, would like to work full-time and do not mind working some evenings and occasional weekends, we may be able to offer you temporary employment. Training will be provided.

If you like meeting people and are in need of stimulating work, please apply to: Personnel Department, Field Assistants Services Limited, Station House, Harrow, Middx. Telephone: 01-863 9761.

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SENIOR EDUCATIONAL MEDIA DESIGN TECHNICIAN
£7,752 to £8,634 per annum inclusive of supplement

Required in the Educational Technology Centre to be responsible to the Head of Educational Centre for running a Medical Graphics Unit which assists teachers to produce a range of educational material. Experience and aptitude in graphic design is essential, as is a desire to further and Higher Education.

Further details and application form available from Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Telephone (0533) 551551, Ext. 2305.

DEVON
Temporary PERIPATETIC TEACHER of Hearing Impaired Children. Applications are invited for a temporary appointment as a qualified and experienced teacher of the hearing impaired for peripatetic duties within the rural Devon area. Experience with young hearing impaired children desirable. Some clerical duties. Travel and subsistence remunerated.

This appointment is for the academic year 1978-79 on account of the illness of the permanent teacher. Application forms (B.C.C.) obtainable from and returnable to the Area Education Officer, Civic Centre, Plymouth, within 14 days.

READING
THE UNIVERSITY
WORKSHOP TECHNICIAN
(Grade 5) required in the Department of Chemistry, Whiteknights, Reading, to assist in furniture and apparatus construction, particularly the use of wood and plastic materials.

Some practical training would be appropriate and a good O or HTC or equivalent qualification is desirable.

Salary on scale £2,688 to £3,060 p.a.

Apply for further details, quoting Ref. 77/58A, from Personnel Officer, The University of Reading, White-knights, Reading RG6 2AH.

SUTTON
(London Borough of)
EDUCATION DEPARTMENT
Scale 1
A part-time TEACHER with secondary school experience and with an interest in teaching English to pupil or secondary school pupils who are non-English speaking is required for a maximum of 20 hours per week, depending on the number of pupils.

Please write, in the first instance, to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (phone 01-661 6741 (direct line)).

EDUCATIONAL publisher requires secretary/assistant secretary to work for two to three months in the Autumn in London. Reply Box 1149, Reynolds, Rose, Dean Street, London W1V 5HG.

Miscellaneous

SANDWELL
METROPOLITAN BOROUGH COUNCIL
TECHNICAL SERVICES DEPARTMENT

Applications are invited for the undermentioned posts with a small responsible section dealing with promoting road safety training and publicity directed at all classes and age groups of road user.

TRAINING OFFICER (Ref. 3974 plus £351 supplement

The successful applicant should have experience in all aspects of programming training and publicity and be familiar with and capable of organising training schemes. The ability to work on own initiative and to co-operate with other sections and/or driving/motor cyclist qualifications would be an advantage.

ASSISTANT ROAD SAFETY TRAINING OFFICER (Ref. 3975 (£2,349 to £2,520) plus £351 supplement

The successful applicant will have responsibility for promoting the development of traffic education in primary schools, arranging in-service training courses and assisting with the training of teachers. Experience will be given to the holder of a C.S.E. certificate (family with some practical experience.

Posts necessitate occasional evening and weekend work and provision will be made for time off in lieu.

Both posts require a full current driving licence and casual user car allowances are attached to both posts.

Application forms and further details may be obtained by quoting the appropriate reference number from the Personnel Officer, Town Hall, West Bromwich, B70 8DB (021-553 6741 ext. 274).

Closing date: Friday, 8th September, 1978.

CLWYD
COUNTY COUNCIL
RHOS SPORTS CENTRE
Near Wrexham

MANAGER

Applications are invited for the post of Manager of the Rhos Sports Centre, Centre is Cental Wales' most modern sports complex and is situated in the heart of the Rhos Industrial Estate. The post offers a challenging opportunity to a person with the ability to run the Centre as profitably as possible and with a view to maximising its use by the community. Applicants should be qualified to degree standard in Physical Education and Community Recreation. Good administrative and organisational skills are essential as is a pleasing personality. Salary Scale £3,279 to £4,326 per annum plus £321 supplement. Further details and application forms may be obtained from the Director of Education, Shire Hall, Mold, Clwyd. Telephone Mold 4001.

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Calne
Senior HOUSE-MATRON required in September for boarding house for senior girls. Resident staff.
Apply to the Headmistress as soon as possible.

GREECE
TEACHER of E.F.L. urgently required for Patras.
Apply with full details of age, qualifications and experience to Mr. Mavrogenis, 22A Corinthos Street, Patras, Greece.

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THE CHALLENGE
Linvar Pisa is looking for two young graduates (M.A. or B.A.) with International Interests, to join Dadlet Colorado, 8-10, Via Della Piovenza, Firenze. Tel 72 11 31.

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(London Borough of)
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Required for January, 1979, or as soon as possible.

Applications are invited from teachers holding a recognised qualification in teaching English as a second language and who have relevant teaching experience in a secondary school to fill the post vacated by Miss Lesley Lewis who is retiring.

The successful candidate will be working in a number of secondary schools in the Borough of Newham.

Burnham Scale 2 (under review) plus £300 per annum Allowance £502.00 per annum.

Application forms may be obtained from the Headteacher, Miss Lesley Lewis, to whom they should be returned as soon as possible.

Director of Education, Town Hall, Broadway, Stratford, London E15 4BB.

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Various vacancies for experienced staff for TEACHERS of BUSINESS ENGLISH to start from September. The work offer aims at a high standard of professionalism in the organisation and presentation of courses for overseas graduates, preparing them for B.A. or M.B.A. courses.

Applicants should have a degree and previous experience in the field of ESP or equivalent qualification is desirable.

Salary on scale £2,688 to £3,060 p.a.

Apply for further details, quoting Ref. 77/58A, from Personnel Department, The University of Reading, Whiteknights, Reading RG6 2AH.

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Duties include responsibility for the maintenance of all instructional equipment and the centre's buildings and equipment. In addition the appointee will require to drive the centre's vehicle.

Competence in one or more of the following activities: sailing, canoeing, mountaineering or skiing.

£1,656 to £5,274 (inclusive supplements), placing according to qualifications and experience.

Accommodation may be available for a single person, subject to deduction for board and lodging.

Further information and application forms from Director of Education, Lothian Regional Council, Torphichen Street, Edinburgh.

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THE LAKE DISTRICT ADVENTURE CENTRE requires applications for temporary OUTDOOR LEADERS to assist the resident qualified staff in the running of Adventure Holidays at the Centre. Courses during the Summer vacation. Applicants must be experienced and qualified in some or all of the following: Canoeing, Mountaineering, Sailing, Archery, Orienteering, Rock Climbing and Field Studies. Applicants should be experienced in dealing with children and have the right to be working in this country. Applicants should be experienced, mature and responsible. Applicants will be required to hold current First Aid certificates. Climbing or mountaineering leader qualifications also an advantage. Apply in writing to: The Warden, Mr. M. Benson, Windermere (0966) 3637.

English as a Foreign Language

EAST SUSSEX
Vacations, November, experienced E.F.L. TEACHERS, personality required. Good accommodation available. Apply in writing to the Principal, Gatehouse Manor, West Hoathly, Sussex, with testimonials and references.

EFL TEACHER TRAINING DIRECTOR/ASST. DIRECTOR

Applications are invited for the above posts, tenable January, 1979 or earlier, and commanding starting salaries of £6,063 and £5,163 respectively. Suitable candidates will have the initiative, personality and preference to maintain and develop a new department in an existing recognised London-based organisation. They will be required to possess the following qualifications: B.A. Deg., teaching experience, assistance in teacher training, and ideally a background in linguistics. Additional specific experience of planning and teaching courses for E.F.L. overseas students, a Cert. in E.F.L., a M.A. Deg. in E.F.L., a very high standard of classroom performance will be expected.

Send curriculum vitae, a detailed record of teaching experience, a full letter of application and the names of two referees to: The Secretary, Pilgrims, 3 Lensfield Road, Cambridge CB2 1EG.

Outdoor Education

DUMBARTON SUB-REGION
INSTRUCTOR in OUTDOOR ACTIVITIES
ARGYLL OUTDOOR CENTRE
£4,554 to £4,986 per annum

The person appointed to the above post will be involved with the management of the Centre and will be responsible for various outdoor activities including canoeing, sailing, mountaineering, rock climbing, hill walking and field studies. Applicants should possess or have ready access to a vehicle suitable for towing a trailer.

Application forms and further particulars may be obtained from the Director of Education, Dumbarton Sub-Region, Municipal Buildings, Dumbarton G82 1NR, to whom they should be returned as soon as possible.

Appointments Wanted

BRITISH female teacher, B.A., six years primary school experience, seeks post abroad (27 years; single). Write Box TES 3473, The Times, WC1X 8EZ.

ENGLISH French, German teaching post required in private language school for adults in London. Oxford graduate. Write Box TES 3476, The Times WC1X 8EZ.

EXPERIENCED well-qualified Mathematician seeks teaching work. Kent/London.—Write Box TES 3475, The Times WC1X 8EZ.

GRADUATE TEACHER of Russian seeks opportunity to start career in secondary or further education in secondary school in London area. Box TES 3472, The Times, WC1X 8EZ.

MALE GEOGRAPHY graduate (23) with P.G.C. seeks teaching post in a Middle or Secondary school. Please Phone Orpington 20772.

TRAINED POST-GRADUATE couple with T.E.F.L. diploma, 1½ years' experience in English and French as a foreign language, seek immediate position. Phone 01-435 8844 or write Box TLS 3471, The Times, WC1X 8EZ.

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Linguarama Ltd. will be holding two intensive French courses from 6-13th August (Mat-ford) and 13th-20th (Richmond) this year. This course is ideally suited for people who have learned French at school and retained a smattering, and who now wish to offer a more intensive brush-up. Instruction will be completely in French by the direct method. The teacher being a French national. Books and other teaching materials will be provided, as well as full board and accommodation in private homes. Cost £75.00 plus V.A.T.

For all inquiries, telephone to Mrs. Lynn Hobbs, Linguarama Ltd., 81 Pall Mall, London, S.W.1.

THE OPEN UNIVERSITY
Post Experience Courses Unit

Lecturers HEALTH AND SOCIAL WELFARE COURSES

The Health and Social Welfare Section for the Post Experience Courses Unit wishes to appoint two lecturers; one for the remake of the course P251, The Handicapped Person in the Community and the second for the course P253, Conflict in the Family.

Both courses are designed as inter-professional, multi-media courses primarily for workers in the health, social and educational services whose professional or voluntary activities bring them into contact with particular sectors of the population.

Post 1—P251 The Handicapped Person in the Community

This course, first available to students in 1975, is to be remade over the next four years.

Applicants should have a background of work in some aspects of handicap and a good degree in the Social Sciences, preferably Sociology. Social Administration or Social Psychology. Preference will be given to those who have some experience in the teaching of physically or mentally handicapped children.

Prior knowledge of P241/P251 The Handicapped Person in the Community will be an advantage.

This post is available for a period of four years.

Post 2—P253 Conflict in the Family

This course will be available to students for the first time in 1980. It is in part based on the set of learning materials entitled Child Abuse.

Applicants should have a background of work with malfunctioning families and a good degree in one of the Social Sciences. The post will be available for a period of two years.

General

For both posts the ability to produce written material of good academic content which also makes clear and stimulating reading is essential. Applicants are encouraged to submit samples of their published or unpublished work if they wish. Flexibility, a willingness to learn new techniques, a respect for schedules and the ability to work as a member of a team are also necessary. Although writing will be the main activity to be undertaken by those appointed, they will also be expected to participate in the making of television and radio programmes, although experience in this area is not necessary.

Appointments may be by secondment. The University will pay to an employer the cost of seconded person's salary plus any subsequent increments/increases that occur during the period of the secondment. Travel and subsistence expenses will be paid directly to the appointee by the University. Alternatively, the appointments will be at the appropriate point on the Lecturer scale £3,660 to £7,608.

Application forms and further particulars are available by postcard request please, from The Recruitment Office (JD3835/1). The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or telephone Milton Keynes 83404; there is a 24-hour answering service on 83868. Closing date for applications September 1, 1978.

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If you have managerial talent, professional composure, and lots of energy and personality, we would like to meet you.

You will need languages, secretarial skills and the ability to work from guidelines. You should be literate and numerate, energetic and inventive, an able organizer and a good judge of people.

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Generous salary and conditions by negotiation (plus substantial results-related rewards).

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DUNDEE
THE UNIVERSITY
DEPARTMENT OF EXTRA-MURAL EDUCATION
in conjunction with TAYSIDE ASPHASIA ASSOCIATION

ONE-DAY CONFERENCE
DYSLEXIA: THE CHALLENGE OF ONE-TO-ONE TEACHING

To be held in Nineveh Hospital, Dundee, on Saturday, 2 September, 1978, 9.45 a.m. to 4.30 p.m.

Chairman: Professor H. A. Krenstein, University Dundee.

Speakers: Miss Gill Catterall, Remedial Advisory Teacher; Miss Kathleen Hickey, Dyslexia Institute.

Susan Hannahire (Mrs) Dyslexia—whose responsibility?

Conference fee £3.50 including lunch. Enrol.

Further information and tickets from the Department of Extra-Mural Education, The University, Dundee. Telephone 23181, Extension 3301.

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PART-TIME AGENTS required at home and abroad, including opportunity to work with an established educational organisation. Unemployment only.—Write Box TES 3491, The Times, WC1X 8EZ.

THE SCHOOLS Council Project Music in the Secondary School Curriculum is to hold an exhibition of work in progress on 24th September, 1978 at the University of Keele. Details of admission and meals will be available. Further information from: Schools Council Music Project, 88 Mickleton, York YO1 2BU.

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Exhibitions

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MUSEUM of Mankind, Burlington Gardens, W.1. The Art of the Brazilian Indians. Until October 21. Weekdays 10-5, Sundays 2.30-6. Admission free.

TATE GALLERY, Millbank, S.W.1. HENRY MOORE 1921 to 1978. Sculpture and its influence on modern painting. Also WATERCOLOURS by HENRY MOORE. Adm. 50p. Weekdays 10.00-6.00, Sundays 2.00-6.00. Lectures and film programme—recorded information line 01-821 7128.

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Please apply in writing with full c.v. to The Personnel Department, Macmillan Publishers Ltd., 4 Little Essex Street, London WC2R 3LF.

MACMILLAN EDUCATION

The Southern Education & Library Board
invites applications for the following posts:

OUTDOOR PURSUITS OFFICER: SAILING

Reference Number 13978

Applicants should be qualified to teach at least one outdoor education activity in addition to Sailing, e.g.: mountaineering, canoeing. General field studies, marine biology, etc., and must hold:

(a) a teaching qualification recognised by the Department of Education and
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Please quote job reference number when requesting application forms.

Completed forms must be received not later than Thursday, 31st August, at 4 p.m.

Canvassing will disqualify.

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Required from September, 1978:

Peripatetic Teacher of 'Cello and Double Bass

A Scale 1 Full-Time post based in Thamesdown.

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Letters of application as soon as possible to Mr W. I. Davies, Music Adviser, Area Education Office, Sanford House, Sanford Street, Swindon (s.a.e., please).

From Russia with accuracy?

Christopher Griffin-Beale



Stalin with Nikolai Yezhov, his Secret Police Chief.

Stalin—The Red Tsar (LWT to ITV network, Sundays, 12.30-13.15)

To devote a series of five programmes—four hours of television time—to Stalin, and the period of Russian history he dominated, is a worthy achievement, only diminished by scheduling it bang in the middle of Sunday lunchtime. However strongly one commends it, the unfortunate suspicion remains that only those possessing considerable interest in Soviet history, a home video recorder, or an indifference to Sunday lunch, will see it.

Producer Paul Neuburg and collaborators have assembled archive film, stills, posters and some personal reminiscences from a few who somehow survived the experience of working with, or being persecuted by, Stalin. Last Sunday's first programme set the scene, following Stalin's early life and the course of Russian history through the Revolution and Civil War to Lenin's death. The second programme, next Sunday, starts with the famous, evocative footage of Lenin's funeral and follows Stalin's adroit manoeuvres to secure his own omnipotent succession against all rivals. It takes us through collectivization and, the first five-year plan, to conclude with another, more ambiguous funeral, that of Stalin's wife, Nadezhda Alliluyeva who shot herself.

The series is watchable and informative. Any criticisms centre less on its historical interpretation of Stalin and the period than on its style and its deployment—for serious ends—of the archive compilation film, where original footage is used as one element to tell a historical story. Thames's *World at War* set a standard by which subsequent essays in this genre must be judged. Although honourably committed to popularizing and to employing an efficient narrative structure within each episode, *World at War*'s producer, Jeremy Isaacs, and his collaborators (notably associate Jerry Kuehl) made two significant concessions to academic scruple. They were punctilious in checking the provenance of all archive material and in explicitly telling the audience when any doubt remained. And they contrived—within the narrative flow—to give the audience some sense of doubt, complexity and even divergent opinions about historical events.

Although *Stalin* is treating a narrower topic in more detail, it is not yet clear that it will maintain the sophistication of *World at War*, even though Stalin's unceasing re-writing and falsification of history raises the most intense historiographical problems in treating any evidence from the period. The footage itself—some inevitably familiar, some newly discovered—has been enterprisingly and diligently researched. It gives a good sense of period and often much more: Stalin's complacent gesture, quoiling the adulation of his listeners at a meeting, speaks volumes. But much of the time the film is simply accompaniment to the highest class of moving wallpaper, commentary and ubiquitous music, or else it furnishes raw material for metaphors constructed in the cutting-room. Juxtaposing shots of Stalin with a sequence of a Tsar's coronation (seemingly from a colour cinema version of *Boris Goudonov*) is hardly subtle, though it underscores the valid implication of the series' title—that much in Soviet autocracy represents a continuation of Tsarist methods.

The commentary's heightened prose style—admirably overwritten if set down in cold print—is just acceptable. What offends is rather the dogmatic style with which the programme's interpretation is delivered in a disembodied, perhaps suitably steely voice, resounding with the authority of *ex cathedra* statements. One does not want to defend Stalin (heaven forfend) but rather to point up the complexity of history.

For all the fascination of archive footage, what communicates most vividly, and represents the earliest most serious historical contribution, is the eye-witness testimony. One side of Stalin recalls Zinoviev mendaciously disposing of Lenin's will with its inconvenient criticisms of Stalin: Lenin would be obeyed but fortunately his fears of Stalin were unfounded. Zinoviev's audience lowered their heads, aware this was not true and Stalin looked out of the window, waiting to see if the ploy worked.

An engineer—a young enthusiast in the Caucasus at the time—spells out the contemporary man-in-the-steppe's understandable reaction to show-trials of alleged "saboteurs": they must have done *something*, there's no smoke without fire. And a Ukrainian peasant's description of the back-breaking conditions in forced labour, building the Volga-White Sea Canal, communicates far more than the film shots accompanying it—but what this, like so much else in Soviet-made film, was intended to tell a very different story.

Colour tested

Michael Clarke

From Manet to Toulouse-Lautrec, British Museum

The exhibition of late nineteenth-century lithographs at the British Museum is a magnificent show. Almost every print was given to the museum by the department's former keeper, Campbell Dodgson, who, after his appointment in 1912, began deliberately collecting works that would complement those of the departments. The result was that in 1948, when he died, and bequeathed his entire collection of more than five thousand pieces, the British Museum acquired one of the finest groups of French prints outside Paris. It is irritating enough to have had to wait 30 years to see some of these works but it is also depressing to find that, when reproductions of them can easily be found in cheap paperback books, so many of the originals have been hidden away in Bloomsbury. Do not miss the chance to see them now.

In the 1890s lithography was already 100 years old but by the middle of the century had declined into a predominantly commercial reproductive medium. Exactly why it should have been rediscovered by Fine Artists in the last decades is unclear. Manet was the first to do so, commit himself seriously, probably preferring it to etching because it was without a restricting tradition and was neglected. In 1879, he introduced Conté Redon to its possibilities but the artistic success of neither can be claimed to have made lithography popular. Their work was relatively unknown, and neither was involved if what became the vital issue—colour.

Chromolithography meant the commercial use of colour for advertising, packaging and the reproduction of paintings. What the artists of the 80s and 90s wanted was an original use of colour without the conventions of tonally divided representation which fudged its effects. It is precisely these near-emblematic spreads of unbroken colour that impress us now and which impressed then. Colour lithography could have become a truly popular art but dealers and collectors insisted on limited editions. *Pierre affaedes* was their guarantee of rarity and the reason why we must go to the British Museum now.

The exhibition runs until October 1st.

Ballet

Dazzle them with footwork

Rosemary Hartill

By the end of next week about 220 young dancers from all over Britain, but especially Yorkshire, will have taken part in a residential ballet course that five years ago would have been beyond the hopes of both themselves and their teachers. The annual three-week course held for the fourth time this year at Ilkley College of Education is unique in this country, not only for bringing together a group of teachers and lecturers whose collected knowledge and experience can be found nowhere else outside the world's major ballet companies and schools, but also because it is open to any student over 10 years old, whatever his or her standard or potential, who applies early enough.

David Gayle, ex-Royal Ballet, who was born in Ilkley 36 years ago, is the founder and director of the course. He began by organizing classes in a local church hall, but the breakthrough came when he persuaded Dame Alicia Markova to teach at, and Dame Ninette de Valois to open, his first residential course in 1975. With their names established, others soon followed. This year teachers include Dame Alicia, Hans Brenaa, Ballet Master for the Royal Danish Ballet and specialist in Bournonville, Fredbjorn Bjornsson, Principal Dancer of the Royal Danish Ballet, Joan Lawson, Walter Trevor and Sara Neil from the Royal Ballet School, Peter Clegg, Ballet Master of the Northern Ballet Theatre, and Madame Alexandra Danilova, one of Diaghilev's great ballerinas, who was glimpsed teaching in the film *The Turning Point*.

Madame Danilova today teaches at the School of American Ballet in New York. She has a reputation for being loved by her pupils and, at Ilkley, it is easy to see why. At 74, dressed in a blue leotard and chiffon skirt, she was out on the floor demonstrating and teaching one of Pavlova's variations from Paquita (she saw Pavlova dance when she was nine): Her teaching style is a mixture of the inspirational and that practical down-to-earth commonsense so typical of her countrymen. "If you dance and look at the audience all the time" she says in her Russian accent, demonstrating as she speaks, "you drive public crazy. Look in space, that is very important." Her eccentric English makes its point clearly: "We do not yet belong to that women's organization, Liberal women, or women's liberation. We are very fragile and very beautiful." An interpretative point, yes, but also a practical one. It means the boys fetch the resin.

Fragile and beautiful the students aim to be, but they also have to be hard-working. "You have to be prepared", says Peter Clegg, "for the day the choreographer says 'Let's dazzle them with the footwork'. Don't panic, just think." Classes are followed each evening by demonstrations from members of the Royal Ballet and lectures from other eminent members of the ballet world. This year a photographic exhibition in memory of Madame Karsavina has been mounted by Philip Dyer, Ballet Adviser to the Theatre Museum at the Victoria and Albert.

In the first week a party of 14 came all the way from Detroit to take part in this feast. "We could never have a course like this back home", said one. Another estimated the cost of the round trip at about $1,400 (including clothes). Her family had been saving for six months.

"It does not matter if they do not understand all we say", says Madame Danilova: "Even now, I sometimes remember something Vaganova taught me, and I think 'Ah, *now* I know what she meant'. They, too, will understand later."

The all-in weekly fee this year for resident students is £80.14 and for non-residents £45.60. LEA grants are sometimes available. For teachers who want to observe, fees are respectively £75.82 and £17.35. Teachers may also attend on a daily basis. Parents may watch free. For further information write to David Gayle, 17 St Helen's Way, Ilkley, Yorkshire LS29 8NP.

Schools prom choice

More than 750 young musicians from five to 19 years of age will perform in the 1978 Schools Proms at the Royal Albert Hall, on 27, 28 and 29 November, representing the following school and youth music groups:

Aylestone School Recorder Consort, Herefordshire

Barnet Schools Brass Band, Herts

Burton Youth Big Band, Staffs

Ceredigion Chamber Orchestra, Aberystwyth

Chelmer Valley High School Oboe Quartet, Chelmsford

Coed Eva Infants' Schools Recorder Group, Gwent

Cromwell Sunday Noon Group, London N6

Croydon Schools Centre for Wind Players, First Orchestra, Surrey

Cults Music Centre Percussion Ensemble, Aberdeen

Darlington Youth Big Band, Co Durham

Doncaster Youth Jazz Orchestra, Yorkshire

Dwr-y-Felin Brass Choir, Neath

Elmwood Steel Band, Surrey

Elmsells School of Music Orchestra, Surrey

Francis Bacon School, Herts

King Edward VI College Orchestra, Stourbridge (West Midlands)

Long Riding Junior School Orchestra, Essex

Marden Bridge Middle School Recorder Ensemble, Tyne and Wear

Northamptonshire County Youth Orchestra

Patchway Church of England Primary Schol Handbell Ringers, Bristol

St Dominics Recorder Group, London NW5

St Oswalds Roman Catholic Primary School Recorder Group, Gateshead

Southampton Flute Quartet, Hants

South Nottinghamshire Music School Orchestra

Surrey County Wind Orchestra

Surrey County Wind Quartet

Watford School of Music Youth Orchestra, Herts.

William Rhodes Secondary School Brass Band, Derbyshire

Wells Cathedral School String Duo, Somerset

Young Recorder Players of London

The young musicians invited to perform in the Schools Proms represent some of the most outstanding musicians from the National Festival of Music for Youth. For the majority, this will be their first ever performance in the Schools Proms and the performers promise to bring an exciting, versatile programme of music to the hall. Programme details will be announced at a later date.

Other attractions will include a band from the United States, internationally famous Guards bands, Rick Wakeman, Rick Wakeman, Dave and Andrew Lloyd Webber, Derek Jewell, Antony Hopkins and Michael Collins, one of the finalists in the BBC Young Musician of the Year competition.

Edinburgh Festival

Things to come

David Self

Once again it's Festival time in Edinburgh—three weeks which always seem to surprise that respectable city, but which as usual will contain literally thousands of artistic events ranging from the noble and inspiring to the ghastly and the boring.

Anyone who has ever been to (or been involved in) the Festival will have his or her own cherished memories, be they of grand social evenings at prestigious operatic first nights, less-than-grand anti-social afternoons at agit-prop dramas, or long lunch-times at solo recitations of the complete works of Robert Burns. They will have other memories too: haggling with Morningside landladies ("You want a room for the night? That's when there's most demand you know, so I'll have to charge you the penal rate"), explaining to continental visitors about porridge and licensing laws, negotiating a Princes Street suddenly overflowing with pipes, drums and shortbread, and (of course) watching the Tattoo in the rain.

For many, the Military Tattoo is the Festival. If only the critics were less parochial, they, too, would recognize that in terms of music, drama and sheer spectacle it is one of the greatest and most accessible artistic events of the year. This year's guest stars include the Royal Hong Kong Police, the Lochiel Marching Team and the Women's Royal Army Staff Band—all well worth climbing up to the Castle Esplanade to see, even if you're not a militarist.

If the Tattoo is one obvious event to attend, selecting from the others is daunting for both the regular Festival-goer and the first-time visitor. The latter must begin by appreciating that there are four quite separate festivals going on side by side (official, unofficial, "fringe", film, television), and that few programmes remain constant through the three weeks.

This year, more than ever before, Fringe events have go under way before the official opening which is this Sunday (service in St. Giles' Cathedral at 3 pm, cavalcade along Princes Street at 6 pm), but the first week officially runs till August 26. Week 2 from August 27 to September 2, and Week 3 September 3-9.

Opera traditionally dominates the official Festival and this year is no exception. The specially formed Edinburgh Festival Opera will be staging Bizet's *Carmen* (various dates, Weeks 1 and 2); and Scottish Opera are roaring their production of Debussy's only opera *Pelléas and Mélisande* (Week 1). From the Continent, Zurich Opera bring their much-praised cycle of Monteverdi operas (Weeks 2 and 3), while the Frankfurt Opera are being brought over to give just two performances of Janáček's *Katya Kabanova* (September 7 and 9).

Visiting orchestras include the London Philharmonic (Week 1), the London Symphony (Weeks 1 and 2), the BBC Symphony (September 2 and 3) and from abroad come the Dresden Staatskapelle and the Chicago Symphony Orchestra (both Week 3). The opening concert this Sunday evening is given by the International Youth Orchestra and Chorus with young soloists from Russia, Poland and Hungary.

There is also a full programme of recitals, chamber music and exhibitions, together with a number of poetry and prose recitals—including the inevitable Burns but also more varied anthologies from Fenella Fielding, Diana Rigg and Frank Muir.

Many people will always recall the great art exhibitions of earlier festivals—those of the French Impressionists and the never-to-be-forgotten Epstein exhibition. Such splendours have been in short supply in recent festivals, but this year, Dr Armand Hammer is bringing his private collection for display at the Royal Scottish Academy. It promises to be an education in the history of art—from Rembrandt and Rubens to Rourke—as well as an unmissable delight.

Also featured will be the mannerist sculptor, Giambologna, at the Royal Scottish Museum; and two exhibitions on very different East European themes: Bulgarian icons at the Scottish Arts Council Gallery in Charlotte Square and Russian non-objective art at the Scottish National Gallery of Modern Art.

This year's drama programme looks as though it has also had more attention paid to it than is usual. A specially formed company, Edinburgh Festival Productions, is taking on the intimidating Assembly Hall and staging Shakespeare's two "magic" plays (*A Midsummer Night's Dream* and *The Tempest*) in repertory throughout the three weeks, both directed by David Giles and starring Alun Doble.

A new venue being used this year is Daniel Stewart's Melville College in Queensferry Road. In the sort of space used in Elizabethan times, here the RSC will be staging *Twelfth Night* and also Chekhov's *The Three Sisters* (both Weeks 1 and 2). More Russian drama can be found at the Royal Lyceum this coming week when the Malaya Bronnaya Company, on their first visit to the West, present (in Russian) Gogol's *The Marriage* and Turgenev's *A Month in the Country*. Prospect make their annual pilgrimage to Edinburgh to give Chekhov's *Ivanov* (Week 3).

If you're not so keen on either Shakespeare or Russian drama, then you must turn to the Fringe. Here you have a choice of over 500 plays, recitals, dance programmes, revues and concerts (including 148 world premières) together with 30 exhibitions. With a total of over 6,000 performances at a bewildering variety of times from 10 am through till 2 am, you need the help of a computer (as well as a City Transport bus map) to sort out your own particular cultural itinerary, assuming of course that you can decide what you want to see.

University and college productions are the least predictable—a group may be only a pale image of last year's excellence, while new blood can revive a formerly jaded or self-indulgent company. There are other subtle and rapid changes of personnel. For example, the team that presented what was generally agreed to be the best late night revue last year, *Bristol Cream*, are back with a new revue, *The Naughtiest Girl in the School*, at the same venue as last year (Heriot Watt Theatre, Grindlay Street). Now they are no longer called Bristol Revunions but the Bristol Express Theatre Company—but Bristol Revunions are also in Edinburgh with a revue claiming to be the successor to last year's hit!

Both these shows are on for the full three weeks. Worth catching during Week 1 will be Aberdeen Revue Company's *ARC 2*, but probably the best revue will once again be *The Northern Drift* presented by Alex Glasgow and Henry Livings at Hill Place Centre (Weeks 1 and 2).

Oxford normally present a varied programme with supreme confidence and competence—this year's highlights look like being an adult reworking of Grimm's Fairy Tales and a new play by Sam Shepard—a musical fantasy called *Mad Dog Blues* which has already been a hit in Greenwich, United States.

Cambridge (after a few years in the doldrums) have a fairly aggressive programme, staged by four companies, including the inevitable Footlights (not Week 3), and two other revues *Close Encounters of the Fringe Kind* (presented by the Cambridge Mummers) and *Gross Incontinence of the Third Kind* (presented by Irreversible Brain Damage) (both Weeks 1 and 2 only). Meanwhile, Cambridge University ADC is offering the first performance of a play for which the advertising material already manages to quote a *TES* review.

Well worth seeing will be the impressive repertoire of the National Student Theatre Company (10 plays in two theatres). Seek out especially *Privitus* (a portrait of "the cruelty and obsessions of a group of teachers who . . . rehearse their teaching tactics with each other") and *Muggins*, a sixth form view of education which was a highlight of this year's Student Drama Festival.

Various other school and youth theatre productions can be seen on the Fringe: Edinburgh Youth Theatre presents a musical, *Jack the Ripper* (Weeks 1 and 2); Redbridge Youth Theatre is reviving *The Matchgirls* (Week 2); and Esher Youth Theatre is offering a rock musical drama based on Paul Gallico's story *Love of Seven Dolls*: After several years of staging Shakespeare and modern "classics", Gloucestershire Youth Theatre presents "a spectacular space musical", *Nova*. Esher and Gloucestershire are in Edinburgh only during Week 1.

Two of Edinburgh's permanent theatres offer interesting Festival programmes—at the Lyceum Little Theatre there is *Edward II*, a study of Marlowe called *All Ayre and Fire* and a new production of Stewart Conn's play about the Edinburgh witchcraft trials *The Burning*. Among the attractions at the Traverse is a new David Pownall play *Livingstone and Sechele* (Weeks 2 and 3) and a rock musical (in German) from Berlin about two lovers *Das Kalte Ja im Kopf Nicht Aus* (Week 2).

The Richard Demarco Gallery offers a range of productions, including seven premieres, at least one of which is likely to become a talking point of the Festival; and Medway Little Theatre Club offer a number of new comedies which promise to be agreeable but by no means underweight entertainment.

Among the oddities is an opera about witchcraft, sex and Chinese food, sat in East Lothian, and called *The Cow, the Witch and the Schoolmaster*; a return visit from a group called *Geriatrika* with two plays about school life; and the Farndale Avenue Housing Estate Townswomen's Guild Dramatic Society's salute to Hollywood *The Farndale Follies*. After which one can only turn to a group from Winchester College who are presenting *Drowning Room Tragedy* (Week 1) which is described as "a long-awaited return to tasteful drama".



The pleasure of the Festival however is making your own discoveries: it's a pity that so many Fringe-goers visit only those shows in the centre of town—there are plenty of other productions worth seeking out which lack nothing but an audience.

Official Festival Box Office: 23 Market Street, Edinburgh EH1 1BW (Summary leaflet free, souvenir programme £1).
Tattoo Booking Office: 1 Cockburn Street, Edinburgh EH1 1QB.
Fringe Box Office: 170 High Street, Edinburgh EH1 1QS (Programme free, full guide 50p, information 031 226 5257).
Film Festival (Weeks 1 and 2 only): Film House, 88 Lothian Road, Edinburgh EH3 9BZ.
City of Edinburgh Accommodation Service: 1, Cockburn Street, Edinburgh EH1 1BR.
Accommodation in the University Halls of Residence: Deputy Steward, Pollock Halls of Residence, 18 Holyrood Park Road, Edinburgh EH16 5AV.

Margaret Dent
in
'The Sweet Songs of Sophie Kegovsky'
August 28-31st
'Our Marie'
September 1st-5th
'Shakespeare's Wonderful Women'
September 6-9th
Netherbow, High Street, Edinburgh, at 3 p.m. daily.
Tickets 90p, 65p. (concessions)
'Vibrant personality and excellently suited voice'—*The Scotsman*.

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The Hebridean Photographs
12 August to 8 September
Stills
The Scottish Photography Group Gallery
58 High Street Edinburgh
With Financial Assistance of The Scottish Arts Council

THE CAMBRIDGE REVUE
This year entitled "GROSS INCONTINENCE OF THE THIRD KIND" 9 pm, James Gillespie High School Hall. "As slick, as funny and as competent as anything in its genre". THE STAGE.

INTERNATIONAL PURVES PUPPETS
Daily Aug. 21st-Sept. 9th (ex Sun.)
"Nessie the Loch Ness Monster" 10.30 a.m.
"Peter Pan" 2.0 p.m.
St. George's West Church Hall, Shandwick Place
(off Princes Street West End)
Book at Edinburgh Bookshop, George Street, Fringe, or at Hall.

Science directions

What a good thing it would be, thought BBC producer Martin Freeth, for children who are working towards science qualifications to go and see some of the situations in which they might be used. So for *Horizon* (August 25 9.30 pm) they selected six pupils from different schools, backgrounds and parts of the country, asked them where they would like to visit—research, industry, medicine, etc—and took them there.

Mr Freeth decided on six A level students who did not know what careers they wanted, although most were biased towards industry, research or "working with people". They chose a lot of places, including an ICI research laboratory, British Gas, Rutherford, an oil rig, a hospital, and the Centre for Alternative Technology in Wales.

The children were shown asking sensible questions and getting straightforward answers. They were interested in variety, opportunity and salaries in approximately that order, and several were much concerned about the social value of what their scientific brains might achieve. At British Gas and on the oil rig they wanted to know what was being done about resources running out.

At Rutherford they wondered whether the cost of pure, aimless research could be justified. Most agreed with the Keele science student who said she would rather scrub floors than work for the Ministry of Defence, although one or two admirably thin they could whether they, or she, would be able to stand by those principles for long.

Making the programme was exciting and illuminating but also confusing for the children. "It hasn't made the decisions any easier", said one, "we're spoilt for choice now". But they had been able to cancel some previous ideas and to admit some new ones, perhaps to clarify their personal objectives, and certainly to realise how important qualifications are.

For the ordinary viewer, there's not much on this *Horizon*. The *film'll fix it* approach prevents us from finding out much about what's happening at any of the places visited, but the narrative manner is dry documentary so we get the worst of both worlds. But for children who are confused about how to begin on careers decision making, and who have the stamina to sit it all, there should be considerable gain.

Frances Farrer

Guyed dolls

The Great American Backstage Musical at The Regent Theatre.

The film musical of backstage life was one of the most popular and enduring confections Hollywood devised. Examples of the genre are revived on television and in art cinemas. They have been lovingly guyed on stage in spoofs like *Dames at Sea*.

Unknown girl becomes a singing-dancing star overnight; true lovers come through misunderstanding and mistaken sacrifice to be re-united at last; small group of showbiz enthusiasts, fragmented by success and separated by war, is brought together in a closing number which shows they still love the old racecourse. These are some of the clichés which millions of filmgoers welcomed as the Hollywood Dream, a world of make-believe in which talent is recognised, goodness is rewarded and love finds a way.

The Great American Backstage Musical, by Bill Solly and Donald Ward, winsomely recreates a typical Hollywood musical of the forties. Their joint book and Bill Solly's affectionately clever pastiche music and lyrics re-run the cinematic clichés from opening screen credits to "The End". It is directed with expertise and wit by Bob Talmage, whose arrangements of the jitterbug and other dances are reminders of what fun they were to see. His cast of six act, sing and dances with zest and style. Judith Brice (wickedly funny fortune-fatale), Larry Dann, Bess Motter (a wise-cracking Garland), Brian Protheroe, Martin Smith (handsome, young, talented millionaire), and Marti Webb (overnight sensation; every girl's overnight success and every one a winner, they perform with an all-round professionalism which is a joy to watch. And the four-man band plays like a screen orchestra.

Well designed, well dressed, well lit, it is a heart-warming, smile-inducing cliché show. It is as brief, undemanding and delightful as the films it ends so gently. Since it is played without an interval and lasts an hour and a half, it makes a perfect, lighthearted ending to a day or a refreshing prelude to a meal out.

John James